

**COURSE DESCRIPTIONS****PHILOSOPHY****Fall Semester 2022**


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<b>PHIL 1110</b>	INTRO TO PHILOSOPHY	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		001	9:00-9:50	MWF	Beaulieu, G.
		002	11:00-11:50	MWF	
		603			

**(GE:HU)**

In this course we will discuss some enduring philosophical problems, such as the existence of God, the nature and scope of human knowledge, the mind-body problem, and how best to live our lives. We will carefully study and critically evaluate some classic and contemporary texts on these topics. Many of us have strong opinions on these matters. Philosophy teaches us to think critically and reflect on whether or not our opinions are supported by reason. Requirements: four term exams and a final exam.

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<b>PHIL 1110</b>	INTRO TO PHILOSOPHY	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		003	11:00-12:15	TR	Bailey, G.
		601			

**(GE:HU)**

This course introduces students to the core areas of philosophy: Metaphysics, Epistemology, Value Theory and Logic. Problems examined include some or all of the following traditional topics: reality and appearance, free will, proofs that God exists, what is knowledge and how do we get it, and theories about what is and is not moral/ethical and why. Students learn what logic is and how it is the basis for philosophical reflection. Other philosophical issues can be introduced because of their current importance, free speech, for example.

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<b>PHIL 1110</b>	INTRO TO PHILOSOPHY	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		004	2:00-3:15	TR	Georgalis, N.

**(GE:HU)**

The purpose of this course is to introduce you to some of the main areas of philosophy: theory of knowledge, metaphysics, philosophy of mind, philosophy of religion, and ethics. Central to doing this is to understand how philosophers try to move beyond mere speculation or the offering of their opinions on these topics. Philosophers give arguments in support of their claims. So early in the course we will attempt to understanding different kinds of arguments and what makes each kind a "good" or convincing argument. To do the latter we will examine a bit of logic

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<b>PHIL 1110</b>	INTRO TO PHILOSOPHY	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		602			Miller, R.

**(GE:HU)**

This course is a broad survey of philosophy. We cover the origins of philosophy in China (Confucius), India (Buddha) and Greece (Socrates). We will briefly look at the work of Plato, Aristotle, Epicurus, Descartes, and William James. Philosophical questions examined include: is good objective or subjective? Does God exist? Can humans have knowledge and if so, how? What is the human mind? Is freedom real or an illusion?

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<b>PHIL 1175</b>	INTRO TO ETHICS	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		001	9:30-10:45	TR	Roberts, R.
		002	11:00-12:15	TR	
		602			

**(GE:HU)**

The aim of this course is to introduce students to the study of ethics by examining some of the traditional approaches to moral theorizing found in Western philosophy and some of the contemporary challenges to these approaches. Course grades will be based on four objective examinations: three intermediate exams and a final exam.

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<b>PHIL 1175</b>	INTRO TO ETHICS	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		003	12:30-1:45	TR	Collins, J.

This course is an introduction to philosophical ethics, or moral philosophy, through a critical examination of some historically important philosophers and the influential ethical theories they advocate. The philosophers we will discuss include Plato, Aristotle, David Hume, John Stuart Mill, Immanuel Kant, Martha Nussbaum, and Agnes Callard. We will examine, and critically evaluate, the different answers that these philosophers provide to questions like the following: What is a good life? What is the morally right way to act? Is living morally a necessary part of living a good life? What role do reason and emotion play in determining how we ought to live? Do these questions have objective answers? Three traditional ethical theories will receive special attention: utilitarianism, deontology, and virtue ethics, but we will also cover subjectivism, relativism, and divine command theory, and how these theories fare when they are applied to some contemporary moral issues. The textbook is Ethics: Discovering Right and Wrong 8<sup>th</sup> edition (eds. Pojman and Fieser).

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<b>PHIL 1175</b>	INTRO TO ETHICS	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		004	4:00-4:50	MWF	Beaulieu, G.

An introduction to philosophical ethics through a critical examination of some historically important philosophers and the influential ethical theories they advocate. The philosophers we will discuss include Plato, Aristotle, David Hume, John Stuart Mill, Immanuel Kant, and Peter Singer. We will examine, and critically evaluate, the different answers that these philosophers provide to questions like the following: How does one live a good life? What is it to live ethically or morally? Is living morally a necessary part of living a good life? Or can morality actually conflict with the good life? What role does reason play in determining how we ought to live? What role do sentiments play? Three traditional ethical theories will receive special attention: utilitarianism, deontology, and virtue ethics. We will consider how these theories fare when they are applied to some contemporary moral issues. Requirements: four term exams and a final exam.

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<b>PHIL 1175</b>	INTRO TO ETHICS	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		601			Newhard, J.
		603			
		604			

**(GE:HU)**

This introductory level philosophy course provides a systematic introduction to philosophy and especially to the main areas of ethical theory. As an introductory level course, no background in ethics or philosophy is presupposed. An ethical theory is a theory offering an answer to the question, What is it which makes an action morally right or wrong? The nature of morality is explored by examining certain challenges to justifying an ethical claim, which are also challenges to developing an ethical theory. Such challenges are posed by questions such as, Are ethical claims subjective or objective? and, How is it possible to establish the truth of an ethical claim at all? Several ethical theories will be studied, including relativism and divine command theory. The three major approaches to the development of an ethical theory—consequentialism, deontology, and virtue ethics—will be explored in some detail.

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<b>PHIL 1180</b>	INTRO TO CRITICAL REASONING	<u>Section</u> 601	<u>Time</u>	<u>Days</u>	<u>Instructor</u> Miller, R.
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**(GE:HU)**

This is a course in informal or non-symbolic logic. Topics include categorical, conditional and disjunctive arguments, common fallacies, finding conclusions, critically responding to arguments and identifying assumptions. Students can work at their own pace but must complete an average of one module per week in order to earn at least a B.

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<b>PHIL 1500</b>	INTRO TO LOGIC	<u>Section</u> 001	<u>Time</u> 9:30-10:45	<u>Days</u> TR	<u>Instructor</u> Veber, M.
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**(GE:HU)**

Students will be introduced to fundamental logical notions such as argument, implication, consistency, and validity. Students will learn symbolic system for propositional logic and techniques for proving the validity of arguments within the system. This course may be used to fulfill either the General Education math or humanities requirement.

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<b>PHIL 1500</b>	INTRO TO LOGIC	<u>Section</u> 002	<u>Time</u> 11:00-12:15	<u>Days</u> TR	<u>Instructor</u> Miller, R.
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**(GE:HU)**

**This course fulfills the General Education Math Requirement.** This is a course in deductive logic. Most of the course is devoted to Sentential logic. The last two weeks of the course will briefly cover Predicate Logic. Topics include definitions of validity, consistency, tautology and contradiction; truth tables for individual sentences, sets of sentences and arguments; proofs in sentence logic including conditional and indirect proof; predicate logic translations with identity. The course is designed around mastery level learning. Short quizzes cover each distinct set of problems. Students must demonstrate thorough understanding of each small unit in order to move to the next. Failing a quiz means that you must retake a quiz on the same material until it is mastered. Final grades are determined by the total number of units mastered.

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<b>PHIL 2112</b>	PHILOSOPHY OF FREE SPEECH	<u>Section</u> 001	<u>Time</u> 11:00-12:15	<u>Days</u> TR	<u>Instructor</u> Veber, M.
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**(GE:HU)**

This course examines ethical and epistemological issues surrounding freedom of speech. These include: Does freedom of speech help or hinder our efforts to obtain knowledge? Should speech be restricted on the grounds that it is offensive? Should problematic speakers be prohibited from speaking on university campuses?

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<b>PHIL 2271</b>	INTRO TO PHILOSOPHY OF ART	<u>Section</u> 001	<u>Time</u> 9:30-10:45	<u>Days</u> TR	<u>Instructor</u> Bailey, G.
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**(GE:HU)**

This class is an introduction to classical and contemporary issues in the philosophy of art. We explore how people go about philosophizing about art, and the sorts of views they create when they do this. The views we examine play a major role in Western Civilization's present understanding of modern and postmodern art. Our central concern is with views that are

relevant to the art being created right now. We explore theories about what an artist working today must do to turn something into art, and theories about the sorts of value contemporary artworks should have. We are especially concerned to examine the relevance of the artist's intentions, feeling and knowledge to her art making and to examine the relation that exists between the artist, her work, and the viewer. In class, we apply what we learn from our studies to our personal points-of-view and to modern-day disagreements about art. We explore the various methods philosophers have for deciding which theory makes the most sense so that we can get a better idea of the philosophical theory that best reflects our own understanding of art. To accomplish these goals effectively, and become better educated people, we discuss the views of numerous other philosophers, as well as the views of artists, art historians, and art critics. For more information: contact Dr. George Bailey at 328-6215 or 328-6121, email: [bailey@ecu.edu](mailto:bailey@ecu.edu).

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<b>PHIL 2274</b>	<b>BUSINESS ETHICS</b>	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		001	11:00-11:50	TR	Ferguson, K.
		002	12:00-12:50	MWF	

**(GE:HU)**

Introduces undergraduate students to the philosophical approach to business ethics. The emphasis is on the application of normative theories to determine the moral obligations of businesswomen and businessmen. The normative theories covered include authoritarianism, evolutionary ethics, egoism, Kantian ethics, and utilitarianism (Mill). Also introduced are the leading contemporary theories of corporate responsibility, Corporate Social Responsibility (CSR), Triple Bottom Line (TBL), and resilient prosperity (the most common view inside the corporate world). Topics to be covered include insider trading, price gouging, the rights of workers, sexual harassment, affirmative action, discrimination, product safety standards, animal rights, and other important issues related to business ethics.

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<b>PHIL 2275</b>	<b>PROFESSIONAL ETHICS</b>	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		001	9:30-10:45	TR	Wall, E.
		002	11:00-12:15	TR	

**(GE:HU)**

Among other things, we will examine some of the possible moral duties of professionals with regard to their clients and patients. We will, during a portion of the term, apply basic moral principles from certain ethical theories to professional practices. Among other things, we will examine how a virtue ethicist, a Kantian, and Mill, a utilitarian, might arrive at certain moral expectations of individuals who are in professional roles. Some of the issues that we will cover this term are as follows: the role of culture in a moral examination of certain international issues, physician-assisted suicide, some issues in journalism ethics, such as under what conditions it is morally permissible for the press to report on the private lives of public officials, some issues in counseling ethics, such as how counselors should address conflicts in values between themselves and their clients, and some issues in legal ethics, such as arriving at a moral evaluation of lawyers deceiving the court in order to protect their client's confidentiality.

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<b>PHIL 2275</b>	<b>PROFESSIONAL ETHICS</b>	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		299			Smith, J. L.

**(GE:HU)**

We begin with an on-line very short story that for more than thirty-five years has produced the obvious need for the members in the course to begin a semester-long conversation about moral relativism. The reason why it does this is unavoidable upon reflection. Almost all participants are shocked at the results of a ballot. This discussion will proceed to interrelated topics dealing with the relation of the social sciences to philosophy, with the nature of inference, and with some introductory considerations of the cognitive status of moral claims. These considerations will take our long conversation to issues regarding the importance of inferential justification, the pride with which we should hold the nature and worth of the American Founding, the value of domestic and foreign diversity, and the appreciation of logical methods for the presentation of sound argumentation in cases of moral significance in professional settings. Agreement with the professor is not a requirement but expressed understanding of course content and intelligent and informed evaluation of that content is required. The latter is to be expressed in five course requirements that involve essay writing with optional draft submissions for professor response prior to final submission. This conversation will end with students

understanding the nature and worth of philosophical ethics. This understanding represents the best of the humanities as we go on to apply it in professional and personal settings throughout our lives.

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<b>PHIL 2275</b>	PROFESSIONAL ETHICS	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		601			Yalcin, U.
		602			
		603			

**(GE:HU)**

Professional Ethics focuses on ethics at work, for individuals who work in professional fields. Ethics is the philosophical study of morality, or of moral right and wrong. Professional Ethics, therefore, applies the study of morality to issues arising in professional experience. The course develops a model for analyzing such morally complex situations and focuses on applying it to numerous case-studies. This is a fully online course taught by means of the resources provided by Canvas. Participants need to be fully conversant with internet navigation processes and procedures (including netiquette), word-processors, and the Canvas environment. Course grades are based on a number of online tests or quizzes (currently eight) and weekly class participation (posting to discussion boards).

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<b>PHIL 3281</b>	INTRO PHIL ETHICS HEALTH CARE	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		601			Smith, J. L.

We begin with an in-class story that for more than thirty years has produced the obvious need for the class to discuss moral relativism. That discussion will lead to interrelated topics dealing with the relation of the social sciences to philosophy, with the nature of inference, and with some introductory considerations of the cognitive status of moral claims. These considerations will include issues regarding inferential justification, domestic and foreign diversity, the nature of the American founding, domestic and foreign diversity, and methods for the presentation of sound argumentation in cases of moral importance in health care. Students will complete three in-class exams, a semester essay, and a final exam

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<b>PHIL 3313</b>	ANCIENT PHILOSOPHY	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		001	9:30-10:45	TR	Collins, J.

This course will focus on the major philosophical writings of the ancient world, especially ancient Greece. The bulk of our time will be devoted to reading selections from Plato and Aristotle, on topics ranging from virtues like justice and courage, to knowledge and the ultimate nature of reality, and seeing how these philosophers influenced Western civilization. We'll also briefly study some pre-Socratic philosophy, such as Zeno's paradoxes, the figure of Socrates, and some later philosophers like Epicurus and Seneca. There will be a midterm, a term paper and a final exam. The textbook is Readings in Ancient Greek Philosophy, from Thales to Aristotle, 5<sup>th</sup> edition (eds. Cohen, Curd & Reeve).

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<b>PHIL 3331</b>	MODERN PHILOSOPHY	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		001	2:00-2:45	MWF	Ferguson, K.

Introduces undergraduate students to the primary philosophers, ideas, and theories of Modern Philosophy, a period of intellectual history roughly spanning the 17<sup>th</sup> and 18<sup>th</sup> centuries. The Modern period is characterized by a variety of approaches to problems in epistemology, metaphysics, and ethics, with the distinguishing characteristic being the stubborn determination to reach a deeper understanding of the intellectual issues that confront humanity, including the basis of knowledge, the conditions of perception, the nature and existence of the external world, personal identity, the proper standards for human conduct, and the status of God's existence. Philosophers in the canon of Modern Philosophy include Descartes, Spinoza, Leibniz, Locke, Hume, Berkeley, and Kant.

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<b>PHIL 4276</b>	SOCIAL POLITICAL	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		001	2:00-3:15	TR	Wall, E.

This semester, among other things, we will engage in a philosophical examination of Martin Luther King's account of civil disobedience in his "Letter from Birmingham Jail" and Henry David Thoreau's account of civil disobedience in his treatise, "Civil Disobedience." We, also, will engage in a philosophical examination of the social and political thought of John Locke in his *Second Treatise of Government*, including a philosophical examination of his justificatory foundation for political society and government, which, in turn, includes, among other things, his accounts of natural moral rights and the philosophical basis for legal duties.