

Revised Graduate

Course and Curriculum Proposal From: Department of Philosophy

Revision of the Graduate Curriculum in Philosophy, both for the
M.A. in Ethics and Applied Philosophy and for the
Graduate Certificate in Applied Ethics

PROPOSAL SUMMARY AND CATALOG COPY

SUMMARY. The Department of Philosophy proposes to:

Bold = New Course Numbers and/or Titles

Underline = Current Course Numbers and/or Titles

Remove three courses from the curriculum:

PHIL 6215 History of Ethical Theory

PHIL 6272 Idea of Human Nature

PHIL 6851 Practicum in Ethics and Applied Philosophy

Add nine new courses to the curriculum:

PHIL 6110 Ethical Theory

PHIL 6120 Philosophical Methods and Analysis

PHIL 6190 Supervised Teaching

PHIL 6210 Ethics and Aesthetics

PHIL 6240/8240 Research Ethics in the Biomedical and Behavioral Sciences

PHIL 6250 Ethics of Public Policy

PHIL 6260 Ethics and International Affairs

PHIL 6330 Race and Philosophy

PHIL 6340 Philosophy of Mind

Modify course numbers, titles, and/or descriptions for all remaining courses except:

PHIL 5050 Topics in Philosophy

PHIL 6050 Topics in Philosophy

PHIL 7999 Master's Degree Graduate Residency Credit

PHIL 8050 Topics in Philosophy

Cease using the Theoretical, Traditional, and Applied course categories

Begin using three course categories for the MA: Required Courses, Core Electives, and Capstone Courses

Begin using two course categories for the Graduate Certificate in Applied Ethics:
Required Courses and Core Electives

PROPOSED CATALOG COPY. Because this proposal affects almost every course in our curriculum, we have attached below (pp. 57-62) revised catalogue copy and course descriptions for the entire, resulting curriculum.

JUSTIFICATION

Identify the need addressed by the proposal and explain how the proposed action meets the need.

The Philosophy Department currently has two types of courses in our Certificate in Applied Ethics and our M.A. in Ethics and Applied Philosophy Programs: Theoretical/Traditional and Applied. The original rationale for this division was twofold: (A) our students are primarily interested in applied areas of philosophy (such as the ethics of public policy, business, IT, health-care, engineering, and the like) or social-political philosophy (e.g. feminism, social justice, or other current issues). (B) Most of our faculty have research interests in applied philosophy (though almost always in combination with theoretical areas of research). Just as we found it harder over time to explain our traditional/applied distinction at the undergraduate level, we have found it difficult to sustain our Theoretical-Traditional/Applied distinction at the Graduate Level. The main reason is that we have always taught the Theoretical-Traditional courses with an Applied emphasis, and always included Theory-Tradition in our Applied courses (e.g., ethical theory in all our applied ethics courses). We want this distinctive strength of all our courses to be clear to our prospective and current students, as well as to other units that require or recommend our graduate courses to students in their programs.

So we have decided that it would be best for our students to eliminate the Theoretical-Traditional/Applied distinction and, instead, to integrate the strengths of each type of course into all our graduate courses even more explicitly than we do already. At the same time, we have decided to change the required courses to the following three:

PHIL 6110 Ethical Theory

PHIL 6120 Philosophical Methods and Analysis

PHIL 6910 Directed Readings/Research

The methods course was introduced as a recommended course in the second semester of the M.A. Program (Spring 2007), once we realized that our students had varied backgrounds that did not always include depth in philosophy. Since then, we have offered the Methods course every fall for the new students so we could assess their abilities in philosophy, identify their research and professional interests, and develop a curriculum plan that will work best for each of them. In turn, the new required Ethical Theory course will prepare every student for any of the remaining courses on our curriculum (listed elsewhere in this proposal), because they all involve ethics, either extensively or as background. Previously, we had a History of Ethical Theory course and a Contemporary Ethical Theory course. We are combining these into a single Ethical Theory course that covers a range of material from classical to contemporary philosophy. Since every student (Certificate as well as M.A.) will have to take this course, we can be assured that they will also receive sufficient expertise in ethics to succeed in our programs and in their professional work after they graduate. We are now requiring Directed Readings/Research and linking it to our M.A. students' Thesis and Internship capstone courses in order to ensure that our students' capstone work achieves the level of philosophical integrity our department insists upon for an M.A. from our Department.

The Methods and Directed Readings courses, as well as Thesis and Internship, will be limited to M.A. students so that we can have a clear separation between the two graduate programs and so that we can provide our M.A. with the assessment and mentoring they need.

The new and sole required course for the Certificate students will be:

PHIL 6110 Ethical Theory

Students will then take four additional courses from the list of our graduate courses, excluding Methods, Directed Readings, Internship, and Thesis (since most Certificate students will be professionals needing certification in ethics, we believe, based on three years of experience, they do not need these more advanced philosophy courses). The Ethical Theory course will prepare them for all the remaining courses. As part of our advising process, we will make sure that all students obtain a good range of expertise in ethics and applied philosophy to complement and expand their existing professional (or academic) backgrounds.

Discuss prerequisites/corequisites for course(s) including class-standing.

There are no prerequisites/corequisites for any of the new courses being proposed, nor for any that are being changed only in title, number, or description.

Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

We followed the course numbering guidelines in the University course catalog.

In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

Our proposal will make the rationale and structure of our graduate program more explicit and in line with the strengths of our faculty, and clearer to prospective and current students. We have established several new required courses after evaluating our students over the last three years and determining how best to provide them with the skills they need to succeed in our programs and to be successful in their future academic or professional careers.

IMPACT

What group(s) of students will be served by this proposal? (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.

Predominately, graduate students in our M.A. Program, though also those in our Graduate Certificate Program.

What effect will this proposal have on existing courses and curricula?

- a. When and how often will added course(s) be taught?

The new required courses will be taught yearly to ensure that students will be able to complete the program in two years

- b. How will the content and/or frequency of offering of other courses be affected?

Since the new required courses will be taught by a number of faculty members (they will rotate among us), the remaining faculty will still be able to cover the other graduate courses we offer.

- c. What is the anticipated enrollment in course(s) added (for credit and auditors)?

6-10 students.

- d. How will enrollment in other courses be affected? How did you determine this?

Since many of non-required courses also serve students in other graduate programs on campus (e.g., Ethics of Public Policy or Health Law and Ethics), we anticipate that the enrollment on those courses will remain relatively constant, especially as we are told many of those other programs expect to be increasing their enrollment.

- e. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

The courses listed below have previously been taught as Topics courses with the frequency and enrollments listed. Experience teaching these courses provided the positive impetus for the development of the new courses proposed.

PHIL 6120 Philosophical Methods and Analysis

(Offered 3 times, average enrollment = 5)

PHIL 6240/8240 Research Ethics in the Biomedical and Behavioral Sciences

(Offered 3 times, average enrollment = 25)

PHIL 6250 Ethics of Public Policy

(Offered 3 times, average enrollment = 25)

PHIL 6260 Ethics and International Affairs

(Offered 1 time, enrollment = 5)

PHIL 6330 Race and Philosophy

(Offered 1 time, enrollment = 8)

PHIL 6340 Philosophy of Mind

(Offered 3 times, average enrollment = 12)

RESOURCES REQUIRED TO SUPPORT PROPOSAL

Personnel

- a. No additional faculty, beyond the new Assistant Professor (Dr. Emma Bianchi) already hired to start in August 2009.

- b. Qualified faculty members interested in teaching the new course(s):

PHIL 6110 Ethical Theory (Many faculty)

PHIL 6120 Philosophical Methods and Analysis (Many faculty)

PHIL 6190 Supervised Teaching (Many faculty)

PHIL 6210 Ethics and Aesthetics (James, Kelly)
PHIL 6240/8240 Research Ethics in the Biomedical and Behavioral Sciences (Rasmussen, Tong)
PHIL 6250 Ethics of Public Policy (Hull, Tong)
PHIL 6260 Ethics and International Affairs (Souffrant, Tong)
PHIL 6330 Race and Philosophy (Bianchi, James)
PHIL 6340 Philosophy of Mind (Boisvert, Croy)

Physical Facility. No additional resources, since all new courses will be taught in regular classrooms.

Equipment and Supplies. No additional resources, since all new courses require equipment and supplies similar to those required by our current courses.

Computer. No additional resources, since none of these courses require additional computer work by students.

Audio-Visual. No additional resources, since none of these courses require additional audio-visual work by students.

Other Resources. No additional resources, since all new courses require resources similar to those required by our current courses.

Indicate source(s) of funding for new/additional resources required to support this proposal. No additional funding for resources is required.

CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

1. Library Consultation

Ms Judith Van Noate, Humanities Reference Librarian, has determined that the library contains adequate holdings for all proposed new courses. Her completed Consultation on Library Holdings for the proposed program modifications and for all of the new courses are attached below (pp. 7-16).

2. Consultation with other departments or units

The following units have attached a Short Form Proposal to modify their respective requirements, course numbers, course titles, and/or course descriptions to ensure consistency with modifications being proposed by the Philosophy Department:

Cognitive Science Program - April 6, 2009 (pp. 17-19)
Department of Biology - April 9, 2009 (pp. 20-22)

The following units have confirmed that they are aware of the modifications being proposed by the Philosophy Department:

Public Policy Program—April 15, 2009 (pp. 23-24)
College of Health and Human Services—April 9, 2009 (p. 25)

INITIATION AND CONSIDERATION OF THE PROPOSAL

Originating Unit

At an April 6, 2009 Department meeting, the new curriculum proposal was voted on and unanimously approved (10-0).

Other Considering Units

No other actionable consideration is required of any other unit.

ATTACHMENTS

1. Consultation on Library Holdings, pp. 7-16
2. Relevant documentation of consultations with other units—pp. 17-25
3. Full Course proposals for the nine new courses being proposed, pp-26-56.
 - PHIL 6110 Ethical Theory**, pp. 26-29
 - PHIL 6120 Philosophical Methods and Analysis**, pp. 30-32
 - PHIL 6190 Supervised Teaching**, pp. 33-34
 - PHIL 6210 Ethics and Aesthetics**, pp. 35-37
 - PHIL 6240/8240 Research Ethics in the Biological and Behavioral Sciences**, —pp. 38-41
 - PHIL 6250 Ethics of Public Policy**, pp. 42-45
 - PHIL 6260 Ethics and International Affairs**, pp. 46-49
 - PHIL 6330 Race and Philosophy**, pp. 50-53
 - PHIL 6340 Philosophy of Mind**, pp. 54-56
4. Revised Course Catalog and Course Descriptions, pp. 57-62
5. Long Signature Sheet, p. 63

CONSULTATION ON LIBRARY HOLDINGS



Consultation on Library Holdings

To: Marvin Croy, Department of Philosophy
From: Judith Van Noate, Humanities Librarian
Date: April 15, 2009
Re: Course Proposal, PHIL 4/07/09

Date of initiation of consultation with Library Reference Personnel: 04/08/09

Proposal No: PHIL 04/07/09

Request to revise the graduate Curriculum in Philosophy
Course proposal attached

SUMMARY OF REFERENCE LIBRARIAN'S EVALUATION OF HOLDINGS:

Evaluator: Judith Van Noate Date: April 15, 2009

Check one:

- 1. Holdings are superior.
2. Holdings are adequate.
3. Holdings are adequate only if department purchases additional holdings.
4. Holdings are inadequate.

Comments:

This library evaluation addresses the change in curriculum to the Graduate program in Philosophy. The proposal involves adding nine new courses, removing three old courses and combining two related courses into one (Ethical Theory). Five of the new courses have been previously taught as topics courses. Four courses are new: Ethics of Public Policy, Ethics and Race, Ethics and Aesthetics and Supervised Teaching. All of these courses have required texts. Other readings will be available on their course web sites. Separate library forms will be attached for the nine courses.

In this program students will be required to prepare papers which will be based on both material in the required texts and supplemental research involving library resources. The library has substantial monographic titles which support this curriculum. In this evaluator's experience, the Philosophy faculty have been very good at keeping up with adding new library material to support their discipline. For researching scholarly articles in journals, the library subscribes to Philosopher's Index from Cambridge Scientific Abstracts, several EBSCOhost full-text databases (Academic Search Premier, Masterfile). JSTOR (complete archive) and Project Muse are important archives for humanities journals. Google Scholar, a very important search tool for the humanities, is linked to Atkins Library's periodical databases including JSTOR and Project Muse. The library also has other subscriptions to print and electronic journals which will support research for this area.

Judith Van Noate
Evaluator's Signature
April 15, 2009
Date



Consultation on Library Holdings

To: Marvin Croy, Department of Philosophy
From: Judith Van Noate, Humanities Librarian
Date: April 15, 2009
Re: Course Proposal, PHIL 4/07/09 – PHIL XXXX – Ethical Theory

Date of initiation of consultation with Library Reference Personnel: 04/08/09
Proposal No: PHIL 04/07/09

Request to combine two previously taught courses into one - PHIL 6XXX "Ethical Theory"
Course proposal attached

SUMMARY OF REFERENCE LIBRARIAN'S EVALUATION OF HOLDINGS:

Evaluator: Judith Van Noate Date: April 15, 2009

Check one:

- 1. Holdings are superior. _____
- 2. Holdings are adequate. XXX
- 3. Holdings are adequate only if department purchases additional holdings. _____
- 4. Holdings are inadequate. _____

Comments:

This proposal involves combining two related courses, History of Ethical Theory and Contemporary Ethical Theory, into one course: Ethical Theory. The course will have a required text. Other readings will be available on the course web site. The students will be required to prepare various short papers and one extensive research paper which will be based on both material in the course readings and supplemental research involving library resources. The library has substantial monographic titles which support this curriculum. For researching scholarly articles in journals, the library subscribes to *Philosopher's Index* from *Cambridge Scientific Abstracts*, several *EBSCOhost* full-text databases (*Academic Search Premier*, *Masterfile*). *JSTOR* (complete archive) and *Project Muse* are important archives for humanities journals. *Google Scholar*, a very important search tool for the humanities, is linked to Atkins Library's periodical databases including *JSTOR* and *Project Muse*. The library also has other subscriptions to print and electronic journals which will support research for this area.

Judith Van Noate
Evaluator's Signature

April 15, 2009
Date



Consultation on Library Holdings

To: Marvin Croy, Department of Philosophy
From: Judith Van Noate, Humanities Librarian
Date: April 15, 2009
Re: Course Proposal, PHIL 4/07/09 – PHIL XXXX – Philosophical Methods and Analysis

Date of initiation of consultation with Library Reference Personnel: 04/08/09
Proposal No: _____ PHIL 04/07/09

Request to establish a new course - PHIL 6XXX "Philosophical Methods and Analysis"

Course proposal attached

SUMMARY OF REFERENCE LIBRARIAN'S EVALUATION OF HOLDINGS:

Evaluator: _____ Judith Van Noate _____ Date: _____ April 15, 2009

Check one:

- 1. Holdings are superior. _____
- 2. Holdings are adequate. _____ XXX _____
- 3. Holdings are adequate only if department purchases additional holdings. _____
- 4. Holdings are inadequate. _____

Comments:

This course is strongly research oriented and will involve the use of library materials. The course will have several required readings. Since students will pursue individual topics for their seminar papers, it is not possible to completely assess the collection by topic, but in general the library has substantial monographic titles which support this curriculum. For researching scholarly articles in journals, the library subscribes to *Philosopher's Index* from *Cambridge Scientific Abstracts*, several *EBSCOhost* full-text databases (*Academic Search Premier*, *Masterfile*). *JSTOR* (complete archive) and *Project Muse* are important archives for humanities journals. *Google Scholar*, a very important search tool for the humanities, is linked to Atkins Library's periodical databases including *JSTOR* and *Project Muse*. The library also has other subscriptions to print and electronic journals which will support research for this area.

_____ Judith Van Noate _____
Evaluator's Signature

April 15, 2009
Date



Consultation on Library Holdings

To: Marvin Croy, Department of Philosophy
From: Judith Van Noate, Humanities Librarian
Date: April 16, 2009
Re: Course Proposal, PHIL 4/07/09 – PHIL 6xxx Teaching Philosophy
Date of initiation of consultation with Library Reference Personnel: 04/08/09
Proposal No: PHIL 04/07/09

Request to establish a new course - PHIL 6xxx Teaching Philosophy

Course proposal attached

SUMMARY OF REFERENCE LIBRARIAN'S EVALUATION OF HOLDINGS:

Evaluator: Judith Van Noate Date: April 16, 2009

Check one:

- 1. Holdings are superior. _____
- 2. Holdings are adequate. XXX
- 3. Holdings are adequate only if department purchases additional holdings. _____
- 4. Holdings are inadequate. _____

Comments:

The library subscribes to the journal *Teaching Philosophy* which may be used as a text for this course. Should other resources be needed, the library has substantial monographic titles which support this curriculum. For researching scholarly articles in journals, the library subscribes to *Philosopher's Index* from *Cambridge Scientific Abstracts*, several *EBSCOhost* full-text databases including, *Academic Search Premier*, *Masterfile* and several education databases. *Google Scholar*, a very important research tool for the humanities, is linked to several of Atkins Library's periodical databases including *JSTOR* and *Project Muse*.

Judith Van Noate
Evaluator's Signature
April 16, 2009
Date



Consultation on Library Holdings

To: Marvin Croy, Department of Philosophy
From: Judith Van Noate, Humanities Librarian
Date: April 15, 2009
Re: Course Proposal, PHIL 4/07/09 –PHIL XXXX – Ethics and Aesthetics

Date of initiation of consultation with Library Reference Personnel: 04/08/09
Proposal No: PHIL 04/07/09

Request to establish a new course - PHIL 6XXX "Ethics and Aesthetics" (updated from 2007)
Course proposal attached

SUMMARY OF REFERENCE LIBRARIAN'S EVALUATION OF HOLDINGS:

Evaluator: Judith Van Noate Date: April 15, 2009

Check one:

- 1. Holdings are superior. _____
- 2. Holdings are adequate. XXX
- 3. Holdings are adequate only if department purchases additional holdings. _____
- 4. Holdings are inadequate. _____

Comments:

This course has been previously offered. Students will have several required texts (some of these may be available at the library and perhaps could be put on reserve). Students will write three papers based on their readings. These very likely will require library materials. In general the library has substantial monographic titles which support this curriculum. For researching art images – the library subscribes to ARTstor and has access to CAMIO – both extensive art image databases. There are also several other image databases linked from the library website. For researching scholarly articles in journals, the library subscribes to *Philosopher's Index* from *Cambridge Scientific Abstracts*, several EBSCOhost full-text databases (*Academic Search Premier*, *Masterfile*). *JSTOR* (complete archive) and *Project Muse* are important archives for humanities journals. *Google Scholar*, a very important search tool for the humanities, is linked to Atkins Library's periodical databases including *JSTOR* and *Project Muse*. In addition to philosophy indexes, the library also subscribes to *Art Abstracts* (which is part of the EBSCO Research databases). The library has other subscriptions to print and electronic journals which will support research for this area.

Judith Van Noate
Evaluator's Signature
April 15, 2009
Date



Consultation on Library Holdings

To: Marvin Croy, Department of Philosophy
From: Judith Van Noate, Humanities Librarian
Date: April 16, 2009
Re: Course Proposal, PHIL 4/07/09 – PHIL 6xxx/8xxx, Scientific Integrity...
Date of initiation of consultation with Library Reference Personnel: 04/08/09
Proposal No: _____ PHIL 04/07/09

Request to establish a new course - PHIL 6xxx/8xxx, Scientific Integrity and Responsible Conduct of Research in the Biomedical and Behavioral Sciences

Course proposal attached

SUMMARY OF REFERENCE LIBRARIAN'S EVALUATION OF HOLDINGS:

Evaluator: Judith Van Noate Date: April 16, 2009

Check one:

- 1. Holdings are superior. _____
- 2. Holdings are adequate. XXX
- 3. Holdings are adequate only if department purchases additional holdings. _____
- 4. Holdings are inadequate. _____

Comments:

Students will have a required text. Other readings will be available online or on e-reserve through the library. Written assignments may require additional library materials. The library has substantial monographic titles which support this curriculum. For researching scholarly articles in journals, the library subscribes to *Philosopher's Index* from *Cambridge Scientific Abstracts*, several *EBSCOhost* full-text databases including *Academic Search Premier*, *Masterfile*. The library provides several biology databases as well as access to PubMed and other biomedical databases. *Google Scholar*, will be a very important research tool for this class. It is linked to several of Atkins Library's periodical databases including *JSTOR* and *Project Muse*.

Judith Van Noate
Evaluator's Signature
April 16, 2009
Date



Consultation on Library Holdings

To: Marvin Croy, Department of Philosophy
From: Judith Van Noate, Humanities Librarian
Date: April 15, 2009
Re: Course Proposal, PHIL 4/07/09 – PPOL8635/PHIL XXXX – Ethics of Public Policy

Date of initiation of consultation with Library Reference Personnel: 04/08/09
Proposal No: PHIL 04/07/09

Request to establish a new course - PHIL 6XXX "Ethics of Public Policy"
Course proposal attached

SUMMARY OF REFERENCE LIBRARIAN'S EVALUATION OF HOLDINGS:

Evaluator: Judith Van Noate Date: April 15, 2009

Check one:

- 1. Holdings are superior. _____
- 2. Holdings are adequate. XXX
- 3. Holdings are adequate only if department purchases additional holdings. _____
- 4. Holdings are inadequate. _____

Comments:

This course has been previously offered. Students will have required texts. Other readings will be available on the course web site. Students will write several short papers on various topics. These very likely will require library materials. In general the library has substantial monographic titles which support this curriculum. For researching scholarly articles in journals, the library subscribes to *Philosopher's Index* from *Cambridge Scientific Abstracts*, several *EBSCOhost* full-text databases (*Academic Search Premier*, *Masterfile*). *JSTOR* (complete archive) and *Project Muse* are important archives for humanities journals. *Google Scholar*, a very important search tool for the humanities, is linked to Atkins Library's periodical databases including *JSTOR* and *Project Muse*. The library also has other subscriptions to print and electronic journals which will support research for this area.

Judith Van Noate
Evaluator's Signature
April 15, 2009
Date



Consultation on Library Holdings

To: Marvin Croy, Department of Philosophy
From: Judith Van Noate, Humanities Librarian
Date: April 16, 2009
Re: Course Proposal, PHIL 4/07/09 –PHIL XXXX – Ethics and International Affairs

Date of initiation of consultation with Library Reference Personnel: 04/08/09
Proposal No: PHIL 04/07/09

Request to establish a new course - PHIL 6XXX "Ethics and International Affairs"
Course proposal attached

SUMMARY OF REFERENCE LIBRARIAN'S EVALUATION OF HOLDINGS:

Evaluator: Judith Van Noate Date: April 16, 2009

Check one:

- 1. Holdings are superior. _____
- 2. Holdings are adequate. XXX
- 3. Holdings are adequate only if department purchases additional holdings. _____
- 4. Holdings are inadequate. _____

Comments:

Students will have required texts. They will write weekly papers and one substantial research paper which will be based on the readings and also very likely also involve library materials. In general the library has substantial monographic titles which support this curriculum. For researching scholarly articles in journals, the library subscribes to *Philosopher's Index* from *Cambridge Scientific Abstracts*, several *EBSCOhost* full-text databases (*Academic Search Premier*, *Masterfile*). It also provides *Worldwide Political Science Abstracts*, *PAIS* (Public Affairs Information Services) and *CIAO, Columbia International Affairs Online* for scholarly research in international affairs. Other databases include *JSTOR* (complete archive) and *Project Muse*. *Google Scholar*, a very important search tool for the humanities, is linked to several of Atkins Library's periodical databases including *JSTOR* and *Project Muse*.

Judith Van Noate
Evaluator's Signature
April 16, 2009
Date



Consultation on Library Holdings

To: Marvin Croy, Department of Philosophy
From: Judith Van Noate, Humanities Librarian
Date: April 16, 2009
Re: Course Proposal, PHIL 4/07/09 –PHIL XXXX – Philosophy and Race

Date of initiation of consultation with Library Reference Personnel: 04/08/09
Proposal No: PHIL 04/07/09

Request to establish a new course - PHIL 6XXX "Philosophy and Race"
Course proposal attached

SUMMARY OF REFERENCE LIBRARIAN'S EVALUATION OF HOLDINGS:

Evaluator: Judith Van Noate Date: April 16, 2009

Check one:

XXX

- 1. Holdings are superior.
- 2. Holdings are adequate.
- 3. Holdings are adequate only if department purchases additional holdings.
- 4. Holdings are inadequate.

Comments:

Students will have required texts. They will write weekly papers and one substantial research paper which will requires library materials. The library has substantial monographic titles which support this curriculum. For researching scholarly articles in journals, the library subscribes to *Philosopher's Index* from *Cambridge Scientific Abstracts*, several *EBSCOhost* full-text databases including *America History and Life*, *Academic Search Premier*, *Masterfile*. Other databases include *JSTOR* (complete archive) and *Project Muse*. *Google Scholar*, a very important search tool for the humanities, is linked to several of Atkins Library's periodical databases including *JSTOR* and *Project Muse*.

Judith Van Noate
Evaluator's Signature
April 16, 2009
Date



Consultation on Library Holdings

To: Marvin Croy, Department of Philosophy
From: Judith Van Noate, Humanities Librarian
Date: April 15, 2009
Re: Course Proposal, PHIL 4/07/09 – PHIL XXXX – Philosophical Methods and Analysis

Date of initiation of consultation with Library Reference Personnel: 04/08/09
Proposal No: PHIL 04/07/09

Request to establish a new course - PHIL 6XXX "Philosophical Methods and Analysis"
Course proposal attached

SUMMARY OF REFERENCE LIBRARIAN'S EVALUATION OF HOLDINGS:

Evaluator: Judith Van Noate Date: April 15, 2009

Check one:

- 1. Holdings are superior. _____
- 2. Holdings are adequate. XXX
- 3. Holdings are adequate only if department purchases additional holdings. _____
- 4. Holdings are inadequate. _____

Comments:

This course has been previously offered as both as graduate and undergraduate course. Therefore many library resources will already be available. The course is research intensive with a major research paper. Students will have individual topics so we cannot anticipate exactly which materials will be needed. This course is strongly research oriented and will involve the use of library materials. The course will have required texts and readings which will be available on the course web page. Since students will pursue individual topics for their seminar papers, it is not possible to completely assess the collection by topic, but in general the library has substantial monographic titles which support this curriculum. For researching scholarly articles in journals, the library subscribes to *Philosopher's Index* from *Cambridge Scientific Abstracts*, several *EBSCOhost* full-text databases (*Academic Search Premier*, *Masterfile*). *JSTOR* (complete archive) and *Project Muse* are important archives for humanities journals. *Google Scholar*, a very important search tool for the humanities, is linked to Atkins Library's periodical databases including *JSTOR* and *Project Muse*. The library also has other subscriptions to print and electronic journals which will support research for this area.

Judith Van Noate
Evaluator's Signature
April 15, 2009
Date



Memo Form

Course and Curriculum Proposal

*To: Charlie Burnap, CLAS Curriculum Committee Chair

From: Paula Goolkasian, Director, Cognitive Science Program

Paula Goolkasian

Date: April 6, 2009

Re: Philosophy Course Number/Description Changes

SUMMARY: State clearly and concisely the proposed less substantive changes. Please give a brief statement as to why the change is being proposed.

The Cognitive Science Program proposes to modify its listings for the Cognitive Science Graduate Certificate as described herein so that they are consistent with the modifications currently being proposed by the Philosophy Department.

As part of the Cognitive Science Graduate Certificate, PHIL 6050, Philosophy of Mind is currently listed within the set of "Disciplinary Courses." This Topics course is now being renumbered and changed to a core course within the graduate philosophy program. So, PHIL 6050 Philosophy of Mind is now PHIL 6340 Philosophy of Mind.

Its new catalog description (shown below) adds one sentence to the previous description.

1. Does the proposed change affect other departments?

Yes No

2. If Yes, please list the other departments affected by the proposed change:

Philosophy Department

3. Have you consulted with each department listed in question 2 regarding the proposed change?

Yes No

4. Result(s) of Consultation(s):

The Cognitive Science Program welcomes the modifications proposed by the Philosophy Department.

RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

None

PROPOSED CATALOG COPY:

The relevant portion of the catalog copy should now read as follows:

Disciplinary courses (Must take at least two)

PSYC 6116 Cognition

ENG 5263/6263 Linguistics and Language Learning

PHIL 6340 Philosophy of Mind

ITCS 6150 Intelligent Systems

The relevant course description should now read:

PHIL 6340 - Philosophy of Mind. (3) Examines questions concerning the relationship between body and mind, the existence of other minds, the nature of consciousness, and the architecture of cognition. Approaches to these questions include traditional philosophical sources (emphasizing metaphysics and epistemology) and more recent developments in cognitive science (including the computational model of mind, mental representation, connectionist systems, and artificial intelligence). Also addressed are ethical and social issues involved in the design and implementation of intelligent systems. Inquiries bear on issue such as free will and determinism, emotion and reasoning, and the nature of rationality. (Regularly)



UNC CHARLOTTE

SHORT SIGNATURE SHEET

Date: April 9, 2009

Subject Of Attached Memorandum: **Changes to the Cognitive Science Graduate Certificate Program**

Originating Department: Cognitive Science Program

DATE RECEIVED	DATE FORWARDED	COMMENTS: APPROVED, APPROVED WITH REVISIONS, ETC.	SIGNATURES	
	4/9/2009		PERSON ORIGINATING PROPOSAL <i>Paula Golobasin</i>	
			DEPARTMENT CHAIRPERSON/ PROGRAM DIRECTOR <i>Paula Golobasin</i>	
CHAIR OF THE COLLEGE CURRICULUM COMMITTEE _____ Signature _____ Date			COLLEGE DEAN _____ Signature _____ Date	
			*UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR (FOR UNDERGRADUATE COURSES)	
			*GRADUATE COUNCIL CHAIR (FOR GRADUATE COURSES)	



UNC CHARLOTTE

Memo Form

Course and Curriculum Proposal

*To: Charlie Burnap, CLAS Curriculum Committee Chair

From: Cy Knoblauch, Chair, Department of Biology

A handwritten signature in black ink, appearing to read "Cy Knoblauch".

Date: April 9, 2009

Re: Philosophy Course Number and Title Change

SUMMARY: State clearly and concisely the proposed less substantive changes. Please give a brief statement as to why the change is being proposed.

The Biology department proposes to modify its listings for the Core B requirements for the PhD so that the Philosophy course listed is consistent with the modifications currently being proposed by the Philosophy Department. The current listing is as follows:

Core B: 12 semester hours. Four team-taught semester-long courses in Biophysics (Fall, 3 credits), **Bioethics (Fall, 3 credit; PHIL 8050)**, Hypothesis Testing (Fall, 3 credits) and Biotechnology and Bioengineering (Spring, 3 credits). These courses will build on the material presented in Core A and will emphasize the chemistry, physics, and engineering principles as they impact biomedicine and biotechnology.

This Bioethics course has previously been taught as a PHIL 8050, Topics in Philosophy, and is now being put forward by the Philosophy department as one of its core graduate courses. The new course is PHIL 8240 Research Ethics in the Biomedical and Behavioral Sciences.

5. Does the proposed change affect other departments?

Yes No

6. If Yes, please list the other departments affected by the proposed change:

Philosophy Department

7. Have you consulted with each department listed in question 2 regarding the proposed change?

Yes No

8. Result(s) of Consultation(s):

The Department of Biology welcomes the modifications proposed by the Philosophy Department.

RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

None

Proposed Catalog Copy:

Core B: 12 semester hours. Four team-taught semester-long courses in Biophysics (Fall, 3 credits), Research in the Biomedical and Behavioral Sciences (Fall, 3 credits; PHIL 8240), Hypothesis Testing (Fall, 3 credits) and Biotechnology and Bioengineering (Spring, 3 credits). These courses will build on the material presented in Core A and will emphasize the chemistry, physics, and engineering principles as they impact biomedicine and biotechnology.



UNC CHARLOTTE

SHORT SIGNATURE SHEET

Date: April 9, 2009

Subject Of Attached Memorandum: **Changes to the Cognitive Science Graduate Certificate Program**

Originating Department: Biology, Cy Knoblauch, Chair

DATE RECEIVED	DATE FORWARDED	COMMENTS: APPROVED, APPROVED WITH REVISIONS, ETC.	SIGNATURES
	4/9/2009		PERSON ORIGINATING PROPOSAL <i>Cy Knoblauch</i>
			Department Chairperson <i>Cy Knoblauch</i>
CHAIR OF THE COLLEGE CURRICULUM COMMITTEE			COLLEGE DEAN _____ Signature Date
_____ Signature Date			*UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR (FOR UNDERGRADUATE COURSES)
			*GRADUATE COUNCIL CHAIR (FOR GRADUATE COURSES)

Email Confirmation of Communication with Public Policy Program

David,

OK, we're good.

Thanks.

Michael

On 4/15/09 5:23 PM, "Swindell, David" <daswinde@uncc.edu> wrote:

Michael,

Sorry, I thought I responded to this when you originally sent it. This change is fine with me. Just remember that you will have to change it with the PPOL course number. Hopefull that won't require a seperate short form.

David

Sent from my iPhone

On Apr 15, 2009, at 4:13 PM, "Michael Kelly" <mjkelly1@uncc.edu> wrote:

David,

Any response possible today, please?

All we need is an email from you confirming that you've been alerted to these changes.

Thanks.

Michael

On 4/7/09 9:56 AM, "Michael Kelly" <mjkelly1@uncc.edu <mailto:mjkelly1@uncc.edu> > wrote:

Hi David,

The Ethics of Public Policy course, a requirement in your Ph.D. Program in Public Policy, is being changed in number and description, to read:

PHIL 6xxx, Ethics of Public Policy (3). This course provides students with conceptual tools needed to develop policies, regulations, and guidelines that meet widely held moral standards of character and conduct in the realm of public policy. The focus of the course is divided between major ethical theory and their intersections with well-known economic and political theories and particular policy issues and the hard moral choices they require on the part of policymakers in particular and the public in general. The emphasis will be on concepts such as equity, efficiency, security and liberty. Students will study the art and ethics of public deliberation and policy makers' excuses/justification for morally questionable practices: such as "dirty hands" (doing wrong to do right), "many hands" (hiding individual accountability in the bowels of the bureaucracy), deception (lies and evasion), secrecy and privacy, official disobedience (leaking, whistle-blowing, and resignation), professional incompetence and "cronyism". The course bridges the gap between the world of theory and the world of practice and examines ethical issues in the realm of public policy. (Periodically)

These changes are part of a general restructuring of our graduate programs, as well as our undergraduate one. In this case, the course changes are minimal. With the addition of Gordon Hull to our faculty, we have one more person able to teach this course.

Is this all right? If so, we'll put the change into a short form, send it back to you for your signature, and include it as an attachment to our long-form curriculum proposal.

Our deadline is APRIL 17.

Thanks.

Best,

Michael

Michael Kelly, Chair & Professor
Department of Philosophy
University of North Carolina
9201 University City Boulevard
Charlotte, NC 28223
704-687-2780
mjkelly1@uncc.edu <mailto:mjkelly1@uncc.edu>

E-mail Confirmation of Communication with the College of Health and Human Services

From: Laditka, Sarah
Sent: Thu 4/9/2009 1:23 PM
To: Boisvert, Dan
Cc: Harver, Andrew; Kelly, Michael

Subject: RE: Philosophy & CHHS Subject: Philosophy & CHHS
- Graduate

Dan,

Thank you for your inquiry. We offer a master's level course in health law and ethics. This course is required by students in our MHA program. I serve as the director of the MHA program. I appreciate you sharing this information with me. This change will not have an effect on our graduate programs. Let me know if I am missing something.

Best regards,

Sarah

From: Boisvert, Dan
Sent: Thursday, April 09, 2009 9:11 AM
To: Laditka, Sarah
Cc: Harver, Andrew; Kelly, Michael
Subject: FW: Philosophy & CHHS

Dear Sarah,

I hope you are well.

I am writing on behalf of Michael Kelly, chair of the Philosophy Department, and Andrew Harver, who have asked me to forward to you their recent correspondence concerning modifications to the Philosophy undergraduate curriculum, some of which might impact your unit. I have included the most relevant information for you up front, after which the entire correspondence appears. If you have any questions, I would be happy to answer them for you.

Best,

Dan Boisvert
Department of Philosophy

COURSE OUTLINES FOR PROPOSED NEW COURSES

1. Course Number and Title

PHIL 6110 Ethical Theory

2. Course Description

PHIL 6110. Ethical Theory. (3) Examination of major normative and meta theories that undergird our practical judgments about morally right actions and morally good persons, organizations, or policies. This examination may include central problems and issues concerning morality's: requirements (e.g. utility, duty, virtue, care), authority (e.g. absolutism, relativism, pluralism, multiculturalism), scope (e.g. deceased or future human beings, animals, environment), justification (e.g. rationality, intuition), source (e.g. reason, sentiment, disagreement), and nature (e.g. realism/antirealism, objectivity/subjectivity). (Yearly)

3. Pre- or Co-requisites

None

4. Objectives of the course

By the end of this course, students should be able to:

- Explain the purposes of a moral theory;
- Appreciate and give examples of how moral theories arise from reflection on our practical judgments about morally right actions and morally good persons, organizations, or policies;
- Explain the historical and contemporary development of selected normative and meta theories, their respective strengths and weaknesses, and the relations among them;
- Give examples of the relevance of these theories to current moral issues and problems;
- Participate in these historical, contemporary, and current debates by writing analysis and evaluation papers, as well as a major research paper;
- Understand how the issues and theories to be discussed will prepare you for other Philosophy Graduate courses you may take.

5. Instructional Method

This course will typically be conducted in the style of a seminar. Thus, students are responsible for leading and furthering discussion of the weekly material, though of course the professor will help guide that discussion when appropriate.

6. Means of student evaluation.

Weekly Response Papers (20%)	Ten weekly response papers, the average of which is worth 20% of the final grade. These papers will consist of a brief (approximately two pages) analysis and evaluation of some particular element of the weekly reading assignment, which is intended to help foster class discussion and to give you a head start on your Analysis and Evaluation papers.
Analysis and Evaluation Papers (35%)	Two analysis and evaluation papers, the first worth 15% and second worth 20% of the final grade. These papers will be a

	more fully developed version of the Weekly Response papers and are intended to help you engage the material more fully, and to give you a head start on your Research Paper.
Research Paper (35%)	One research paper worth 35% of the final grade. This paper will be a mature contribution to the field of ethical theory.
Seminar Participation (10%)	Positive Seminar discussion and participation will count 10% of the final grade.

Grades, including final course grades, are assigned as follows:

- A = 90-100 = Excellent
- B = 80-89 = Good
- C = 70-79 = Satisfactory
- U = Below 70 = Unsatisfactory

7. Specify policies that apply to this course:

Attendance

Attendance is required. Though you are expected to attend every class session, you are "allowed" up to two absences. For every absence thereafter, your final course grade will be reduced by a full letter grade.

Academic Integrity

I have a zero-tolerance policy with regard to academic dishonesty. Clear evidence of academic dishonesty, especially plagiarism, will result minimally in an automatic failing grade for the course, regardless of your other grades, and I will refer the matter to The Office of the Dean of Students. For additional information, please see the Code of Student Academic Integrity: <http://www.legal.uncc.edu/policies/ps-105.html#V>.

8. Probable textbooks or resources

Sterba, James. *Ethics: The Big Questions*, 2nd Edition (Wiley-Blackwell, 2009).

A number of readings will be uploaded to the course web site.

9. Topical outline of course content

<i>Week</i>	<i>Part</i>	<i>Focus</i>	<i>Readings Selected from the Following:</i>
1	Course Introduction	The purpose or function of ethical theories What we'll be doing in this course	Kagan, "What Ethical Theories Are and Are Not"
2	What Might Moral Disagreement Tell us About Morality?	Moral conflict, problems, disagreement and their implications	Hirsi Ali, "A Modern Clash of Cultures" Bunting, "Can Islam Liberate Women?" Nietzsche, Selections Stevenson, "The Nature of Moral Disagreement" Foot, "Moral Beliefs"

3	What Does Morality Require?	Consequences/Utility	Mill, Selections from <i>Utilitarianism</i> Williams, "Against Utilitarianism" Stocker, "The Schizophrenia of Modern Ethical Theories" Railton, "Alienation, Consequentialism, and the Demands of Morality"
4		Duty	Kant, Selections from <i>Critique of Practical Reason</i> Feldman, "Kantian Ethics" Korsgaard, "Kant on Dealing with Evil"
5		Virtue	Aristotle, "Virtue," selected from <i>Nicomachean Ethics</i> Hursthouse, "Normative Virtue Ethics" Johnson, "Virtue and Right" Walsh, "Teleology, Aristotelian Virtue, and Right"
6		Caring	Musonius Rufus, "Equality for Men and Women," selected from <i>Discourses II-IV</i> Held, "Caring Relations and Principles of Justice" Card, "Particular Justice and General Care" Sterba, "The Masculine Bias in Traditional Ethics"
7		Agreement	Hobbes, Selections from <i>Leviathan</i> Gauthier, Selections from <i>Morals by Agreement</i> Scanlon, "Contractualism and Utilitarianism" Mills, "Race and the Social Contract Tradition"
8		Catch-up	First Analysis and Evaluation Paper Due
9	Can We Reason About Morality?	Sentiment and Intuition	Plato, Selections from <i>Protagoras</i> Hume, "On Reason and the Emotions," selected from <i>A Treatise on Human Nature</i> Ayer, "Critique of Ethics and Theology" Huemer, Selections from <i>Ethical Intuitionism</i> Haidt, "The Emotional Dog and Its Rational Tail" Greene, "From Neural 'Is' to Moral 'Ought'"
10		Practical Rationality	Korsgaard, "The Sources of Normativity" Sterba, "The Justification of Morality and the Behavior of Women"

			Gewirth, "The Rational Justification of Morality Revisited" Foot, "Morality as a System of Hypothetical Imperatives"
11		Social Rationality	Dewey, "The Construction of Good" Rawls, "Welfare Liberalism," selected from <i>A Theory of Justice</i> Habermas, "Discourse Ethics: Notes on a Program of Philosophical Justification," selected from <i>MCCA</i>
12	What is the Nature of the Right and the Good?	Realism (Naturalism)	Aristotle, "Natural Goodness," selected from <i>Nicomachean Ethics</i> Boyd, "How to Be a Moral Realist" Railton, "Moral Realism"
13		Realism (Nonnaturalism)	Plato, Selections from <i>Phaedo</i> Moore, Selections from <i>Principia Ethica</i> Shafer-Landau, "Ethics as Philosophy: A Defense of Ethical Nonnaturalism"
14		Cognitivist Antirealism (Error Theory, Fictionalism, Constructivism)	Second Analysis and Evaluation Paper Due Mackie, "The Subjectivity of Values," selected from <i>Ethics: Inventing Right and Wrong</i> Kalderon, "Moral Fictionalism"
15		Noncognitivist Antirealism (Expressivism, Prescriptivism)	Hare, "Prescriptivism" Gibbard, Selections from <i>Wise Choices, Apt Feelings</i>
16	Course Review	What did we do in this course and why?	George W. Bush, "Freedom and Democracy" Noam Chomsky, "Understanding the Bush Doctrine"
Final			Research Paper Due

10. Attachments
NA

1. Course Number and Title

PHIL 6120 Philosophical Methods and Analysis

2. Course Description

PHIL 6120 Philosophical Methods and Analysis. (3) Explores the distinctive and various methods within philosophy (logical, phenomenological, feminist, conceptual, linguistic, deconstructive, and others), their uses in particular contexts (including links to other disciplines), and how methodology shapes philosophy (including its social impact). One aim is to clarify “applied philosophy” by examining its methods. Students will analyze, evaluate, reconstruct, and originate arguments, judgments, and decisions. They will do so in connection with both texts shared among all the students in the class and the particular interests of individual students. Each student will develop a paper over the course of the semester to bring these issues together.
(Yearly)

3. Pre- or Co-requisites

There are no prerequisites or co-requisites for this course.

4. Objectives of the course

This course will:

- Familiarize students with the history of Western philosophy, with particular focus on its various attempts to investigate and define philosophical practice.
- Acquaint students with graduate-level expectations for reading, writing, course participation, and “departmental citizenship”, with the aim of getting them to or beyond this level by the end of the term.
- Introduce disciplinary standards and practices in research, writing, and other aspects of scholarly/professional activity.
- Hone student skills in both close reading of texts and in broad, interdisciplinary “application” of theory.
- Provide opportunities for students to relate and engage their own specific research interests and areas of expertise to issues raised in/by course texts. Students will spend the term researching a self-designed research project which incorporates course texts into a paper which engages students’ specific philosophical interests.
- Develop and refine students’ oral presentation and discussion-leading skills.
- Develop students’ critical thinking, reading, writing, and speaking skills through weekly readings, presentations, discussions, and a research paper.

5. Instructional Method

This course will include a combination of instructor lecture, student presentations (of selected assigned readings and of their arguments under revision through the semester), and class discussions.

6. Means of student evaluation

Attendance and participation:	10%
Presentation:	20%
Weekly reflection papers:	30%
Seminar paper:	40%

7. Specify policies that apply to this course:

a. University integrity

Students have the responsibility to know and observe the requirements of “The UNC Charlotte Code of Academic Integrity.” The most recent edition of the Code is available in the Office of the Dean of Students. It is also included in the UNC Charlotte catalog at [HTTP://WWW.UNCC.EDU/CATALOG](http://www.uncc.edu/catalog) under the “University Regulation and Student Conduct” section.

Diversity Statement: UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability / disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation and socio-economic status

Disability Services: Students with documented disabilities are eligible to receive assistance from the Office of Disability Services. For detailed information, contact the Office of Disability Services, located in Fretwell 230.

b. Attendance
See point #6 above

c. Grading policy (A, B, C, Unsatisfactory and what are the requirements for these as number grades)

- A = 90-100 POINTS
- B = 80-90 POINTS
- C = 70-80 POINTS
- U = LESS THAN 70 POINTS

d. Additional requirements such as CPR, liability insurance, no phones or beepers in class (whatever are the requirements for that course).
N/A

8. Probable textbooks or resources

See course outline

9. Topical outline of course content

Week	Topic/Reading
1	Course Introduction
2	Plato, <i>Symposium</i>
3	Descartes, <i>Discourse on Method</i>
4	Kant, “Transcendental Doctrine of Method,” from <i>Critique of Pure Reason</i>
5	Library Instruction
6	

	Marx, "German Ideology"
7	Nietzsche, <i>Genealogy of Morals</i>
8	Nietzsche, <i>Genealogy of Morals</i>
	Foucault, "Nietzsche, Genealogy, History"
9	Semester Break
10	Arendt, "Truth and Politics" Alcoff, "How is Epistemology Political?" Foucault, "Truth and Power"
11	Mills, "'Ideal Theory' as Ideology" Butler, "The End of Sexual Difference" Nye, "But is it Philosophy?"
12	Fanon, <i>Wretched of the Earth</i>
13	Beauchamp, "History and Theory in Applied Ethics" Werhane, "A Place for Philosophers in Applied Ethics"
14	Quine, "Two Dogmas" Russell, "On Denoting"
15	Final presentations

10. Attachments

NA

1. Course Number and Title

PHIL 6190 Supervised Teaching

2. Course Description

PHIL 6190. Supervised Teaching. (1) Offers an opportunity to work closely with a faculty member and to engage in supervised teaching as a form of applied philosophy exploring pedagogical practices, theories, issues, and educational research within the philosophy classroom. Normally connected with a graduate assistantship. (Upon Approval by the Department Graduate Committee)

3. Pre- or Co-requisites

There are no prerequisites or co-requisites for this course.

4. Objectives of the course

- Develop an understanding of the teaching and learning process as it occurs within Philosophy.
- Enable students to recognize the interaction of characteristics of students, subject matter, instructional method, and instructor strengths and weaknesses.

5. Instructional Method

Students and faculty work closely both within class and during meetings outside of class, planning class activities and assignments, discussing pedagogical techniques, how these relate to the subject matter being taught, and what philosophical issues arise within the process of teaching and learning.

6. Means of student evaluation

Students will contribute to the course design, will provide presentations and/or lectures within class, and will receive formative and summative feedback on their efforts.

7. Specify policies that apply to this course:

a. University integrity

Students have the responsibility to know and observe the requirements of “The UNC Charlotte Code of Academic Integrity.” The most recent edition of the Code is available in the Office of the Dean of Students. It is also included in the UNC Charlotte catalog at [HTTP://WWW.UNCC.EDU/CATALOG](http://www.uncc.edu/catalog) under the “University Regulation and Student Conduct” section.

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Disability Services: Students with documented disabilities are eligible to receive

assistance from the Office of Disability Services. For detailed information, contact the Office of Disability Services, located in Fretwell 230.

b. Attendance

N/A

c. Grading policy (A, B, C, Unsatisfactory and what are the requirements for these as number grades)

A = 90-100 POINTS

B = 80-90 POINTS

C = 70-80 POINTS

U = LESS THAN 70 POINTS

d. Additional requirements

N/A

8. Probable textbooks or resources

Teaching Philosophy (a scholarly journal published quarterly)

9. Topical outline of course content

N/A

10. Attachments

N/A

1. Course Number and Title

PHIL 6210 Ethics and Aesthetics

2. Course Description

PHIL 6210. Ethics and Aesthetics. (3) Art often generates ethical conflicts because of its forms, content, or functions in society, and ethical debates are sometimes played out through art, so ethics and aesthetics are deeply intertwined. In turn, aesthetics has been strongly tied to politics. The course will cover a range of ethical/political issues in aesthetics across various arts (visual arts, film, music, literature, etc.), including readings from classical and contemporary authors such as Plato, Hume, Kant, Nietzsche, Adorno, Said, Nussbaum, and Piper. (Regularly)

3. Pre- or Co-requisites

There are no prerequisites or co-requisites for this course.

4. Objectives of the course

- To explore the issues, principles, and conceptual strategies that ethics and aesthetics have in common.
- To demonstrate that these two fields have developed historically as a result of their conceptual links.
- To analyze how ethics and aesthetics are also shaped by politics because of shared interests in community, freedom, and the like.

5. Instructional Method

The course will be delivered as a mixture of lectures, student presentations, and discussion.

6. Means of student evaluation

Your grade will be determined by 3 papers (75%), class presentation (10%), & class participation (15%).

Two Papers: two 5-7-page philosophical papers on the readings and one 12-15 page cumulative philosophical paper on the readings; the first two papers are preparation for the final paper.

Class Presentations: each student will be asked to give one class presentation on a reading and a second presentation on his/her final project.

7. Specify policies that apply to this course:

a. University integrity

Students have the responsibility to know and observe the requirements of “The UNC Charlotte Code of Academic Integrity.” The most recent edition of the Code is available in the Office of the Dean of Students. It is also included in the UNC Charlotte catalog at [HTTP://WWW.UNCC.EDU/CATALOG](http://www.uncc.edu/catalog) under the “University Regulation and Student Conduct” section.

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Disability Services: Students with documented disabilities are eligible to receive assistance from the Office of Disability Services. For detailed information, contact the Office of Disability Services, located in Fretwell 230.

b. Attendance

Required.

c. Grading policy (A, B, C, Unsatisfactory and what are the requirements for these as number grades)

Grading will be based on student papers, presentations, and participation.

A = 90-100 POINTS

B = 80-90 POINTS

C = 70-80 POINTS

U = LESS THAN 70 POINTS

d. Additional requirements

N/A

8. Probable textbooks or resources

Plato, *Republic*

Kant, *Critique of Judgment*

Nietzsche, *Birth of Tragedy*

Kierkegaard, *Either/Or*

Theodor Adorno, *Aesthetic Theory*

Herbert Marcuse, *The Aesthetic Dimension: Toward a Critique of Marxist Aesthetics*

Edward Said, *Culture and Imperialism*

Martha Nussbaum, *Love's Knowledge*

Elaine Scarry, *On Beauty and Being Just*

Adrian Piper, *Out of Order, Out of Sight*

Christine Battersby, *Gender and Genius: Towards a Feminist Aesthetics*

Diarmuid Costello, Editor, *The Life and Death of Images*

Jerrold Levinson, Editor, *Aesthetics and Ethics: Essays at the Intersection*

We will select very contemporary readings from the two edited collections toward the end of the semester, depending on the projects being developed by the students. Students can find entries and bibliographies on all philosophers and issues discussed in class in the *Encyclopedia of Aesthetics*, Michael Kelly, Editor (New York: Oxford, 1998) – in Atkins Library.

9. Topical outline of course content

Week	Topic/Reading
1	INTRODUCTION TO AESTHETICS/ETHICS
	Plato, <i>Republic</i>
2	ART AS A SYMBOL OF MORALITY
	Kant, Immanuel: <i>A Critique of Judgment</i>
3	AESTHETICS OR ETHICS
	Kierkegaard, <i>EITHER/OR</i>
4	ART AS THE JUSTIFICATION OF LIFE/REALITY

	Nietzsche, <i>Birth of Tragedy</i> : http://www.geocities.com/thenietzschechannel/bt.htm
5	ART AFTER AUSCHWITZ
	Adorno, <i>Aesthetic Theory</i>
6	ART & POLITICS
	Marcuse, <i>The Aesthetic Dimension</i> http://www.questia.com/PM.qst?a=o&docId=82289407#
7	ART & MORALITY
	Nussbaum, <i>Love's Knowledge</i>
8	ART & RACE
	Piper, <i>Out of Order, Out of Sight</i>
9	ART & FEMINISM
	Battersby, <i>Gender and Genius</i>
10	ART & IMPERIALISM
	Said, <i>Imperialism and Culture</i>
11	ART & JUSTICE
	Scarry, <i>On Beauty and Being Just</i>
12	CONTEMPORARY TOPICS
	Costello, Levinson,
13	CONTEMPORARY TOPICS
	Costello, Levinson,
14	CONTEMPORARY TOPICS
	Costello, Levinson,
15	<i>FINAL PAPER DUE</i>

10. Attachments

NA

1. Course Number and Title

PHIL 6240/8240 Research Ethics in the Biomedical and Behavioral Sciences

2. Course Description

PHIL 6240/8240. Research Ethics in the Biomedical and Behavioral Sciences. (3) This course is designed to identify the fundamental elements that characterize not only methodologically grounded but also morally appropriate scientific research. Class discussion and readings will focus on key issues in biomedical and behavioral research including informed consent, privacy and confidentiality, risk-benefit assessments, mechanisms for protecting animal and human research subjects, international research, vulnerable populations, conflicts of interest and data management, publication ethics, intellectual property issues and the politics of research. (Regularly)

3. Pre- or Co-requisites

There are no prerequisites or co-requisites for this course.

4. Objectives of the course

Upon the successful completion of this course, students should be able:

- To understand and discuss relevant ethical considerations in biological and behavioral research.
- To understand and discuss professional standards, rules and guidelines for biological research, particularly with respect to:
 - the conduct of research (avoiding bias; data acquisition and management; data sharing and ownership)
 - publication (authorship; peer review; collaborative research)
- To evaluate arguments for and against the use and particular kinds of treatment of animals and human subjects in research.
- To formulate practically wise and ethically supported solutions to controversial research issues.
- To identify conflicts of interest and commitment, particularly financial, in the realm of science research.

5. Instructional Method

This course will include a combination of instructor lecture, student presentation of selected assigned readings, class discussions of topics and case examples, and student-led case presentations and discussions.

6. Means of student evaluation

Class attendance and participation; attendance at one Center or University event related to our topics (10%)
Presentation of one reading in class (15%)
7-8 page written analyses of TWO assigned research ethics cases (30%)
Final case analysis (in-class presentation and submission of hard copy) (20%)
Final exam during final exam week (25%)

7. Specify policies that apply to this course:

- a. University integrity

Students have the responsibility to know and observe the requirements of “The UNC Charlotte Code of Academic Integrity.” The most recent edition of the Code is available in the Office of the Dean of Students. It is also included in the UNC Charlotte catalog at [HTTP://WWW.UNCC.EDU/CATALOG](http://www.uncc.edu/catalog) under the “University Regulation and Student Conduct” section.

Diversity Statement: UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability / disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation and socio-economic status

Disability Services: Students with documented disabilities are eligible to receive assistance from the Office of Disability Services. For detailed information, contact the Office of Disability Services, located in Fretwell 230.

b. Attendance

N/A

c. Grading policy (A, B, C, Unsatisfactory and what are the requirements for these as number grades)

A = 90-100 POINTS
 B = 80-90 POINTS
 C = 70-80 POINTS
 U = LESS THAN 70 POINTS

d. Additional requirements

N/A

8. Probable textbooks or resources

ORI: Office of Research Integrity, “Introduction to the Responsible Conduct of Research,” by Nicholas Steneck, 2004. Available online (free): <http://ori.dhhs.gov/documents/rcrintro.pdf>

RE: *Research Ethics: A Reader* (1997), Deni Elliott and Judy E. Stern, Editors, University Press of New England. ISBN 0-8451-797-4.

Other articles and cases specified for each class; available online or via e-reserve at Atkins Library

9. Topical outline of course content

Note: “RE” and “ORI” refer to texts listed above

Week	Topic/Reading
1	Course Introduction
2	Moral Theory Readings: Internet sources http://en.wikipedia.org/wiki/Consequentialism#cite_note-2 http://en.wikipedia.org/wiki/Deontology

	http://en.wikipedia.org/wiki/Virtue_ethics
3	Other Values (professional and scientific) Readings: ORI, 1-18 Bentley Glass, "The Ethical Basis of Science" RE, 20 -30
4	Research Misconduct Issues Part 1 Readings: ORI, 19-30 RE, 113-116; 197-208; 213-245 Langmuir, "Pathological Science"
5	Research Misconduct Issues Part 2 ORI, 84-101 RE, 31-68; 209-212 Rossner & Yamada, "What's in a picture? The temptation of image manipulation" Parrish, "Scientific Misconduct and Findings Against Graduate and Medical Students" Stewart & Feder, "The Integrity of the Scientific Literature," and reply by Braunwald, "On Analysing Scientific Fraud" Sox and Rennie, "Research Misconduct, Retraction, and Cleansing the Medical Literature: Lessons from the Poehlman Case"
6	Conflicts of Interest Readings: ORI, 67-82 RE, 165-196 Cain et al, "The Dirt on Coming Clean" Lesser et al, "Relationship between Funding Source and Conclusion Among Nutrition-related Scientific Journals"
7	Human Subject Research Part 1 Readings: ORI, 31-50 RE, 286-316 Nuremberg Code Declaration of Helsinki Belmont Report
8	Human Subject Research Part 2 Readings: Beecher, "Ethics and Clinical Research" Code of federal regulations (CFR) on IRBs: Kaplan and Bennett, "Use of Race and Ethnicity in Biomedical Publication" Rubin, "Indian Givers"
9	Semester Break

10	Animal Subject Research Readings: RE, 246-285 DeGrazia, "The Ethics of Animal Research: What are the Prospects for Agreement?"
11	Professional Issues in Research Part 1 Readings: ORI, 103-128 RE, 69-112
12	Professional Issues in Research Part 2 Readings: RE, 117-140; 146-164
13	Final Case Presentations and Discussions
14	Final Case Presentations and Discussions
15	Final Exam

10. Attachments

NA

1. Course Number and Title

PHIL 6250 Ethics of Public Policy

2. Course Description

PHIL 6250. Ethics of Public Policy. (3) This course examines the conceptual tools available in the development of policies, regulations and guidelines that are responsive to normative standards of character and conduct. The course will include discussion of ethical and political theory, as well as its intersection with policy-making at topics such as equity, efficiency, security, and liberty. Issues may include how specific policies express moral commitments and choices, how some policies favor certain values over others, as well as on issues such as whistle-blowing, "dirty hands" (doing wrong to do right), "many hands" (hiding accountability in bureaucracy) and professional incompetence. (Regularly)

3. Pre- or Co-requisites

There are no prerequisites or co-requisites for this course.

4. Objectives of the course

- Develop students understanding of basic ethical theories including utilitarianism, deontology, and virtue ethics.
- Enable students to think critically about trade-offs among basic values such as equity, efficiency, security, and freedom.
- Help students use ethical principles in formulating sound public policies.
- Improve students writing skills and oral skills by such standard method as multiple short essays, class presentations, and guided classroom discussion.

5. Instructional Method

The course is delivered mainly as a lecture course with ample time for class discussion.

6. Means of student evaluation

Students will submit short (three page) papers responding to an issue that is raised in or out of class and identified by the instructor as a topic of focus. There will be seven papers in all. Each paper will be worth five points for a total of 35 points. As a rule, the instructor will ask three to five students to share their thoughts publicly at the beginning of class. All students will be asked to present a short paper at the concluding class.

Class participation consists in doing the readings carefully, expressing one's views cogently and orally presenting to the class one assigned article or case study. The instructor will provide students with a list of topics from which to choose. Three students will be assigned to each topic and the actual class presentation will be a group presentation. The presentation will be worth 25 points.

Final essay exam will be given. The exam will be constructed in a way that allows it to be taken out of class. There will be no time limit, but there will be a page limit. There will be two or three essays, each of which will require reflection on the course as a whole. The exam will be worth 40 points.

7. Specify policies that apply to this course:

a. University integrity

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Disability Services: Students with documented disabilities are eligible to receive assistance from the Office of Disability Services. For detailed information, contact the Office of Disability Services, located in Fretwell 230.

b. Attendance

N/A

c. Grading policy (A, B, C, Unsatisfactory and what are the requirements for these as number grades)

- A = 90-100 POINTS
- B = 80-90 POINTS
- C = 70-80 POINTS
- U = LESS THAN 70 POINTS

d. Additional requirements

N/A

8. Probable textbooks or resources

Deborah Stone, *Policy Paradox: The Art of Political Decision Making*, Revised Edition (W.W. Norton & Company, 2002) (PP)

Amy Gutmann and Dennis Thompson, *Ethics and Politics Cases and Comments, 4th Edition* (Nelson Hall, 1997) (EP)

Online Readings will be able on the Course Website

9. Topical outline of course content

Week	Topic/Reading
1	Moral Theory / <i>The Blackwell Companion to Philosophy</i> , pp. 198-227 (online).
2	Affirmative Action, Multiculturalism, and Race/

	<p>Amy Gutmann and Denis Thompson, <i>Ethics and Politics</i>, “Equal Opportunity,” pp. 385-428. Walter Feinberg, “Affirmative Action” in Hugh LaFollette (ed.), <i>Practical Ethics</i>, 272-299 (online). Adrian Piper, “Passing for White, Passing for Black,” in Ella Shohat (ed.) <i>Talking Visions: Multicultural Feminism in a Transnational Age</i>, 75-112 (online).</p>
3	<p>Equity and Efficiency, Liberty and Security, and Distributive Justice/ Deborah Stone, <i>Policy Paradox</i>, “Politics,” pp. 15-38, “Goals,” pp. 35-130. Amy Gutmann and Denis Thompson, <i>Ethics and Politics</i>, “Distributive Justice,” pp. 313-384.</p>
4	<p>Liberty and Morality/ Deborah Stone, <i>Policy Paradox</i>, “Problems,” pp. 133-162. Amy Gutmann and Denis Thompson, <i>Ethics and Politics</i>, “Liberty and Morality,” pp. 429-464. David Luban, “The War on Terrorism and the End of Human Rights”, <i>Philosophy and Public Policy Quarterly</i> 22:3 (2002) pp. 9-14 (online). Graham Sewell and James R. Barker, “Neither good, nor bad, but dangerous: Surveillance as an ethical paradox”, <i>Ethics and Information Technology</i> 3 (2001), pp. 183-196 (online). Lynsey Dubbeld, “Observing bodies: Camera surveillance and the significance of the body”, <i>Ethics and Information Technology</i> 5 (2003), pp. 151-162 (online).</p>
5	<p>Policy Analysis and Cost-Benefit Analysis/ Deborah Stone, <i>Policy Paradox</i>, “Numbers,” pp. 163-187 and “Decisions,” pp. 232-258. Amy Gutmann and Denis Thompson, <i>Ethics and Politics</i>, “Policy Analysis,” 261-312.</p>
6	<p>Deception, Secrecy, and Manipulation/ Amy Gutmann and Denis Thompson, <i>Ethics and Politics</i>, “Deception and Secrecy,” pp. 72-112, “Manipulation,” pp. 159-190. Sissela Bok, <i>Lying</i>, pp. 165-181 (online). St. Augustine, “On Lying,” in Bok, pp. 250-255 (online). Machiavelli, “How Rulers Should Keep Their Promises” in <i>The Prince</i>, Ch. XVIII (online). Vera V. Gehring, “Phonies, Fakes, and Frauds and the Social Harms They Cause” <i>Philosophy and Public Policy Quarterly</i>, 23:1/2 (2003) (online).</p>
7	<p>Dirty Hands, War, and Terrorism/ Amy Gutmann and Dennis Thompson, <i>Ethics and Politics</i>, 45-60. William C. Gay, “The New Reign of Terror: The Politics of Defining Weapons of Mass Destruction and Terrorism” (online). Robert Holmes, “Terrorism and Violence: A Moral Perspective” (online). Michael Walzer, “Political Action: The Problem of Dirty Hands,” in M. Cohen et al (eds.), <i>War and Moral Responsibility</i> (online). Rosemarie Tong, “Dirty Hands, Many Hands, No Hands: The Policy Expert Within the Bowels of Bureaucracy” (online).</p>
8	<p>Business Ethics/ Ayn Rand, “The Virtue of Selfishness” (online). William Shaw and Vincent Barry, “The Nature of Capitalism” in <i>Moral Issues in Business</i> (2007), pp. 150-184 (online).</p>

9	<p>Violence: in prisons, in schools, on streets, and in language/ Bruce Arrigo, "Punishment, Freedom, and the Culture of Control: The Case of Brain Imaging and the Law" <i>American Journal of Law and Medicine</i>, (2007), (online). Bruce Arrigo, "Transcarceration: A Constitutive Ethnography of the Mentally Ill Offender" in the <i>Prison Journal</i> 81:2 (June 2000), 162-186 (online). William C. Gay "supplanting Linguistic Violent" in <i>Gender Violence: Interdisciplinary Perspectives</i> (2007), 435-442 (online). Newton Garver, "What Violence is" in the <i>Nation</i> 209 (June 24, 1968), 817-822 (online).</p>
10	<p>HealthCare Reform/ Screen Michael Moore's <i>Sicko</i> (Available November 6th) "Medicine and Inequality" in Gregory E. Pence, <i>Medical Ethics: Accounts of the Cases that Shaped and Define Medical Ethics</i> (2008), pp. 347-365 (online).</p>
11	<p>Energy/ Thomas Friedman, <i>The World is Flat</i>, (2005), pp. 407-413, 460-463. Peter Maass, "The Breaking Point," <i>The New York times Magazine</i>, (August 21, 2005), pp. 30-35, 50, 56, 59 (online). clive Thompson, "the High Performance Hybrids," <i>The New york times magazine</i>, (September 25, 2005), pp. 78-93 (online).</p>
12	<p>Biotechnology, Nanotechnology, and Neuroethics/ "Battles over Human Embryos and Stem Cells" in Gregory C. Pence, <i>Medical Ethics: Account of the Cases that Shaped and Define Medical Ethics</i> (2008), 121-140 (online).</p>
13	<p>The Ethics of Globalization/ Peter Singer, "A Changing World," pp. 1-50; "One Community," pp. 15-195; and "A Better World?" pp. 196-202 in <i>One world: The Ethics of Globalization</i> (2002) (online). Thomas Friedman, <i>The World is Flat</i> (2005), pp. 225-306 (online).</p>
14	<p>Immigration/ Veit Bader, "The Ethics if Immigration" <i>Constellations</i>, 12:3 (2005), pp. 331-361 (online). Joseph H. Carens, "The Integration of Immigrants" <i>Journal of Moral Philosophy</i>, 2:1 (2005), pp. 29-46 (online). Shelly Wilcox, "Culture, National Identity, and Admission to Citizenship" <i>Social Theory and Practice</i>, 30:4 (2004), pp. 559-582 (online). James Dywer, "Illegal Immigrants, Health Care, and Social Responsibility", <i>The Hastings Center Report</i>, 34:1 (2004), pp. 34-41 (online).</p>
15	

10. Attachments

NA

1. Course Number and Title

PHIL 6260 Ethics and International Affairs

2. Course Description

PHIL 6260. Ethics and International Affairs (3) The relations between nation states and other trans-national organizations are often assumed to be governed by realist power relations, and outside the scope of ethical deliberation. In this course we will examine what sorts of ethical norms can or should be brought to bear on international relations. Possible topic areas include both theoretical issues such as the applicability of ethical theory to the behavior of trans-cultural and international issues, the appropriateness of "Western" ethical norms to the discussion; as well as more specific topics such as global hunger, uneven development more generally, arms proliferation, and environmental security.. (Regularly)

3. Pre- or Co-requisites

There are no prerequisites or co-requisites for this course.

4. Objectives of the course

Our long term objective is to have the student develop her ability to articulate arguments to respond to contemporary conditions the world over.

5. Instructional Method

Section I

Lecture and Presentation of the Weekly readings

The material for the week will be introduced accompanied by students' questions and position papers. Questions and position papers are expected on the first section of class every week.

These assignments are to be typewritten and available for periodic pick ups.

The first sessions are primarily used to familiarize the student with the material assigned by way of the weekly lectures and discussions.

Section II:

Class discussion and Critical analyzes

The class will invite the small group presenters and will offer an environment within which the major components of the weekly reading and their understanding of it are discussed. The questions brought for Section I will be explored once again and more discussions on the topics and issues of the week are expected. These critiqued and elaborated positions will serve as a basis for the class discussion of the day. Some key points highlighted during the lectures, group presentations and discussions should stimulate the student's thinking about the subject matter.

These stimuli will be strengthened by additional analyses of the arguments implicit in the reading material. Section II of the class will however consist in large part of a reexamination of the work done in that week. The class will help generate ideas about power, politics and humanity. We shall also attempt to relate the theories uncovered to real life current events.

6. Means of student evaluation

REQUIREMENT 1:

You will be expected to write (whether you are presenting or not) a weekly position paper on the corroborating it with the text. These summaries are due on the first class or first section of the week's class unless instructed otherwise and should be kept in a portfolio. This assignment also asks the student to formulate one to three questions on the weekly readings. Those questions will be used as components of the class discussions and dialogues with colleagues, lecturer and

presenters. The questions and critiques are to be typewritten for they will constitute the portfolio. These assignments will be picked up for grading purposes and progress report and consist of 10% of the final grade.

REQUIREMENT 2:

There will be a presentation expected of each student (10% of the final grade). The presentation will be of groups each composed of approximately 3 students. The distribution of labor will be as follows: one of you will summarize the article or chapter, while another identifies the arguments of the passage and the third looks to contemporary examples and counterexamples in support or critical of the claims made by the author(s). Each student is expected to meet with the instructor before his/her presentation accompanied by both the draft of the presentation and his/her portfolio.

REQUIREMENT 3:

The third and fourth assessment tools will be written exams the Mid-Term exam will be cumulative and constitute 30% of the grade. The 10-12 page Final Paper will also be a comprehensive exercise (40% of the final Grade) scheduled to be handed in on the last day of class. The student should attempt to incorporate in this final paper the material covered in class and various reflections on relevant contemporary issues. The topic for the paper will be handed-in by the instructor approximately 2 weeks before the assignment is due. Alternative topics offered by students are welcome but will have to meet the instructor's approval by the same date. The paper will also expect the student 1) to identify some aspect of the arguments of the authors studied during the period covered by the examination. She will also be asked 2) to articulate opposing views and 3) the instructor will pay particular attention to the support presented for or against those opposing views.

The final paper is expected to be typewritten and double-spaced. In what concerns the remaining other assignments, the student should assume that s/he will be held accountable for the material covered up to that point.

7. Specify policies that apply to this course:
 - a. University integrity

Students have the responsibility to know and observe the requirements of “The UNC Charlotte Code of Academic Integrity.” The most recent edition of the Code is available in the Office of the Dean of Students. It is also included in the UNC Charlotte catalog at [HTTP://WWW.UNCC.EDU/CATALOG](http://www.uncc.edu/catalog) under the “University Regulation and Student Conduct” section.

Diversity Statement: UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability / disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation and socio-economic status

Disability Services: Students with documented disabilities are eligible to receive assistance from the Office of Disability Services. For detailed information, contact the Office of Disability Services, located in Fretwell 230.

- b. Attendance

The University Policies are to be followed but given the nature of the course, it is reasonable to assume that no more than four absences for 1 hour and 15 minute classes (the equivalent of two weeks-worth of class) will be accepted without penalty. Absence beyond the course requirements will result in the lowering of the final grade by 10%.

c. Grading policy (A, B, C, Unsatisfactory and what are the requirements for these as number grades)

- A = 90-100 POINTS
- B = 80-90 POINTS
- C = 70-80 POINTS
- U = LESS THAN 70 POINTS

d. Additional requirements

N/A

8. Probable textbooks or resources

Aiken & LaFollette, *World Hunger and Morality*
 Cullity, *The Moral Demands of Affluence*
 Goodin, *Protecting the Vulnerable*

9. Topical outline of course content

Detailed Course Outline

Week	Topic/Reading
1	Week 1: Introduction to class, Hardin's <i>lifeboat</i> ...
2	Week 2: Aiken's " <i>Carrying Capacity</i> "...
3	Week 3: <i>The Boys of Baraka</i> /Clinton interview on <i>Poverty</i> , Film segments
4	Week 4: Singer, <i>Famine</i> , ..., Group 1 Presentation
5	Week 5: Arthur, <i>Rights</i> ..., Group 2 presentation
6	Week 6: LaFollette & May, <i>Suffer</i> ..., Group 3.
7	Week 7: Revision, In-Class Exam I ,
8	Week 8: Portfolio Assessment
9	Week 9: O'Neill, <i>Ending</i> ..., Group 4
10	Week 10: Goodin, 3, <i>Grounds</i> ..., Group 5

11	Week 11: Goodin, 5, <i>Vulnerabilities ...</i> Group 6
12	Week 12: Goodin, 6, <i>The Extended ...</i> , Group 7
13	Week 13: Cullity, 1&2, <i>The Life-Saving ...</i> , Group 8
14	Week 14: Paper topic Cullity, 8&9, <i>An Argument ...</i> , Group 9
15	Week 15: Revision of Theories, Final Paper due
16	Week 16: Final Evaluation of Course and Performances.

10. Attachments

N/A

Course Number and Title

PHIL 6330 Race and Philosophy

1. Course Description (Catalog Description)

PHIL 6330. Race and Philosophy. (3) In this course, students will both study the role of race in the history of philosophy and examine, from a philosophical perspective, contemporary discourses of race and racism. Critical race theory and postcolonial theory will be studied, as well as their intersection with feminism, queer theory, among other critical political philosophies. (Regularly)

2. Pre- or Co-requisites

There are no prerequisites or co-requisites for this course.

3. Objectives of the course

- Develop an understanding of the role that race, colonialism, and normative whiteness played in canonical philosophical texts (e.g., Kant, Mill, Rousseau) and the implications this has for contemporary uses for/interpretations of these texts.
- Become familiar with varying philosophical understandings of the concept/discourse “race,” both in a US context and international contexts (e.g., Critical Race Theory, Postcolonial Theory, etc.).
- Become familiar with systems of privilege and oppression that intersect or interlock with race, e.g., gender, sexuality, class, etc.
- Critically analyze manifestations of race and racism in contemporary issues, debates, and events.
- Understand how race, as a philosophical concept, bears on students’ own philosophical projects and areas of interest.

4. Instructional Method

The course is delivered mainly as a seminar. Student discussion – oftentimes student-directed discussion – will comprise most instructional time.

5. Means of student evaluation

Attendance and Participation (10%): Students are expected to attend class in its entirety, do the reading, and talk to one another in a respectful manner.

Event Attendance: Over the course of the semester, students are expected to attend at least four departmental/Ethics Center events. Students will download a form from Blackboard, which they will fill out and get a faculty member to sign. All forms will be turned in at the end of the term.

Weekly Assignments (20%): Each week, students will write up a 2-4 page reflection on issues raised in/by the week’s reading. This is a chance for students to reflect on the readings (either in themselves or in relation to another issue) and to develop either their ideas or their questions enough so you can bring them to class for discussion.

Presentation (20%): Each student will present to the class a critical analysis of some aspect of the assigned reading, and lead a discussion based on 2-5 discussion questions he/she/they have developed.

Lit Review Project/Presentation (20%): Each student will research 10 sources (primary or secondary) they consider to be important texts dealing with problems of race as it pertains to their specific sub-field(s), or other problems of interest to them: 5 “historical” sources (5+ years old) and 5 current sources (>5 years old). Students will examine the issues important to their specific sub-field(s), address why these are important issues, and what significance these issues have for students’ own work. Students will write a 4-6 page exegetical paper that reflects upon the methodological issues pertinent to their specific sub-field, and will present a 15-or-so minute version of their findings to the class.

Seminar Paper (30%): This is a 12-15 page typed, double-spaced, 10-12pt. font research paper due at the end of the course. Students will develop a topic of their own choosing related to and drawing from course readings and class discussion (it needs to deal with philosophy and race in some significant fashion). It can build from the lit review assignment.

7. Specify policies that apply to this course:

a. University integrity

Students have the responsibility to know and observe the requirements of “The UNC Charlotte Code of Academic Integrity.” The most recent edition of the Code is available in the Office of the Dean of Students. It is also included in the UNC Charlotte catalog at [HTTP://WWW.UNCC.EDU/CATALOG](http://www.uncc.edu/catalog) under the “University Regulation and Student Conduct” section.

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Disability Services: Students with documented disabilities are eligible to receive assistance from the Office of Disability Services. For detailed information, contact the Office of Disability Services, located in Fretwell 230.

b. Attendance

Students are expected to attend all classes. After one absence, attendance grade will be lowered.

c. Grading policy (A, B, C, Unsatisfactory and what are the requirements for these as number grades)

I grade on a four-point scale: A=4, B=3, C=3, U=1.

d. Additional requirements such as CPR, liability insurance, no phones or beepers in class (whatever are the requirements for that course).

N/A

8. Probable textbooks or resources

Alcoff, Linda. *Visible Identities: Race, Gender, and the Self*. Oxford: Oxford UP 2006.

Dyer, Richard. *White*. London: Routledge, 1997.

Mills, Charles. *The Racial Contract*. Ithaca: Cornell UP 1997.

Said, Edward. *Orientalism*. New York: Vintage Books, 1997.

Online Readings will be able on the Course Website

9. Topical outline of course content

Week	Topic/Reading
1	Overview Obama “Race” speech (PDF) Appiah, Kwame, “The Case for Contamination” (PDF)
2	Race and the History of Philosophy – The canon Selections from Kant’s <i>Anthropology</i> , Rousseau’s <i>On the Social Contract</i> , and Mill’s <i>On Liberty</i> (PDF)
3	Race and the History of Philosophy –African-American Philosophy Du Bois, W.E.B. <i>The Souls of Black Folk</i> Selections from Washington, Booker T. (PDF)
4	Race and the History of Philosophy – Modernity/Anti-Semitism Adorno and Horkheimer, <i>The Dialectic of Enlightenment</i> , Ch. 1 and 2 (PDF)
5	Race and the History of Philosophy – Postcolonial Theory Said, Edward: <i>Orientalism</i>
6	Critical Race Theory Mills, Charles: <i>The Racial Contract</i>
7	Whiteness Dyer, Richard: <i>White</i> , Ch. 1 and 2
8	Current Research on Race Alcoff, Linda: <i>Visible Identities</i> , Section 1
9	Current Research on Race: Gender and Intersectionality Alcoff, Section 2 Crenshaw, “Mapping the Margins” (PDF)
10	Current Research on Race: Latinos and the Category Race Alcoff Section 3
11	Current Research on Race: France and the “new racism” Selections from Rancière, Jacques: <i>Disagreement</i>

12	Lit Review Student Presentations
13	Current Research on Race: Race and the Philosophy of Biology Fausto-Sterling, Anne, Selected Readings online
14	Current Research on Race: Selections from Gilroy, Paul: <i>After Race</i>
15	

10. Attachments

NA

1. Course Number and Title

PHIL 6340 Philosophy of Mind

2. Course Description

PHIL 6340. Philosophy of Mind. (3) Examines questions concerning the relationship between body and mind, the existence of other minds, the nature of consciousness, and the architecture of cognition. Approaches to these questions include traditional philosophical sources (emphasizing metaphysics and epistemology) and more recent developments in cognitive science (including the computational model of mind, mental representation, connectionist systems, and artificial intelligence). Also addressed are ethical and social issues involved in the design and implementation of intelligent systems. Inquiries bear on issue such as free will and determinism, emotion and reasoning, and the nature of rationality. (Regularly)

3. Pre- or Co-requisites

There are no prerequisites or co-requisites for this course.

4. Objectives of the course

- Understand basic concepts and distinctions within the philosophy of mind;
- Understand the relationship between philosophical and scientific approaches to studying the mind
- Understand the cognitive framework for proposing and addressing questions about mind and behavior
- Use this understanding to systematically explore a question about the operation of the mind.

5. Instructional Method

This course follows a seminar format, with students leading discussions and providing project updates and ultimately final presentations.

6. Means of student evaluation

For each reading assignment, a student will be assigned the task of describing, articulating, and critically assessing the content of the reading and will lead the discussion of that reading. For some readings, students will prepare written responses to questions posed during the previous class period. The main evaluation will consist of a research paper that identifies and critically addresses an existing problem or set of questions concerning our understanding of the mind. Each student will choose a paper topic early in the semester, provide periodic progress reports, submit a draft, and make an in-class presentation based upon the finalized research paper.

15% = Leading/Contributing to Class Discussion

15% = In-Class Presentations

10% = Short Written Assignments

60% = Research Paper

7. Specify policies that apply to this course:

- a. University integrity

Students have the responsibility to know and observe the requirements of “The UNC Charlotte Code of Academic Integrity.” The most recent edition of the Code is available in the Office of the Dean of Students. It is also included in the UNC Charlotte catalog at [HTTP://WWW.UNCC.EDU/CATALOG](http://www.uncc.edu/catalog) under the “University Regulation and Student Conduct” section.

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Disability Services: Students with documented disabilities are eligible to receive assistance from the Office of Disability Services. For detailed information, contact the Office of Disability Services, located in Fretwell 230.

b. Attendance
N/A

c. Grading policy (A, B, C, Unsatisfactory and what are the requirements for these as number grades)

- A = 90-100%
- B = 80-90%
- C = 70-80%
- U = LESS THAN 70%

d. No additional requirements.

8. Probable textbooks or resources

Paul Churchland, *Matter and Consciousness*, Revised Edition (Bradford, 1988)
Paul Thagard – *Hot Thought: Mechanisms and Applications of Emotional Cognition* (MIT Press, 2006)

Online Readings available on the Course Website:

Alan Turing, “Thinking, Machinery, and Intelligence” (1950)
John Searle, “Minds, Brains, and Programs” (1985)
Dan Lloyd, “Frankenstein’s Children” (1986)
M. Sipper, "An Introduction to Artificial Life," "Explorations in Artificial Life," (special issue of *AI Expert*), pp. 4-8, September 1995, Miller Freeman, San Francisco, CA.

9. Topical outline of course content

Week	Topic/Reading
1	Overview of Issues and Readings
2	Churchland, Chap. 2, The Ontological Problem Thagard, Chap 2. How to Make Decisions
3	Churchland, Chap. 3, The Semantical Problem Thagard, chap. 5: Emotional Consensus in Group Decision Making

4	Churchland, 4: The Epistemological Problem Thagard, 9: Emotional Coherence in Legal Inference
5	Churchland, 5: The Methodological Problem Thagard, 10 & 12: Science, Emotion, Cognition, Success
6	Churchland, 6: Artificial Intelligence Thagard, 9: What is doubt and when is it reasonable?
7	Turing: Computing Machinery and Intelligence Lady Lovelace's Objection: Computers Can't Originate
8	Other Objections to Computer Thought & Turing's Replies: The Theological Objection The Argument from Various Disabilities
9	Lloyd: "Frankenstein's Children" - A Case Against the Development of AI Premise 1: Artificial Intelligence is Feasible
10	Continue analyzing & criticizing the argument advanced in "Frankenstein's Children:" Premise 2. Consciousness is the Foundation of Intrinsic Value Premise 3. We are Obligated Toward Artificial Minds Premise 4. Differently Embodied Minds Have Different Subjective Values Premise 5. In a Collision of Values, Human Values must be Chosen Conclusion: On Balance, AI Should Not be Developed
11	Churchland: 6. The Evolution of Intelligence
12	Searle: <u>Minds, Brains and Programs</u> : *The Chinese Room Thought Experiment * Systems Reply * Robot Reply Argument against "Mind/Brain = Program/Computer"
13	Sipper, "An Introduction to Artificial Life" Whitmeyer et al. "A Computer Simulation Laboratory for Social Theories"
14	Student Project Presentations
15	Student Project Presentations

10. Attachments

NA

COMPLETE, REVISED CATALOG COPY AND COURSE DESCRIPTIONS

- **M.A. in Ethics and Applied Philosophy**
- **Graduate Certificate in Applied Ethics**

Department of Philosophy

103 Winningham

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<http://philosophy.uncc.edu>

Coordinator

Dr. Marvin Croy

Graduate Faculty

Dan Boisvert, Lecturer

Marvin Croy, Associate Professor

Michael Eldridge, Lecturer

William Gay, Professor

Gordon Hull, Assistant Professor

Robin James, Assistant Professor

Michael Kelly, Professor and Chair

Lisa Rasmussen, Assistant Professor

Eddy Souffrant, Associate Professor

Rosemarie Tong, Mecklenburg County Medical Society Distinguished Professor in Health Care Ethics

MASTER OF ARTS IN ETHICS AND APPLIED PHILOSOPHY

The program is designed to foster the application of ethical and philosophical knowledge to currently pressing concerns in social, economic, medical, legal, commercial, cultural, and political contexts and associations. The department offers both theoretical and applied courses. These courses provide students with a comprehensive, normative, politically-informed and logically consistent training relevant to current challenges encountered in business, medical associations, national and international political contexts, as well as public education.

Admission Requirements

In addition to meeting the university's graduate admission requirements, all prospective students must:

- Submit a personal statement outlining why the applicant seeks admission to the program.
- Submit three academic letters of recommendation, attached to the recommendation forms required by the graduate school, which address the student's philosophical skills and/or ethical reasoning.

Degree Requirements

The Master of Arts in Ethics and Applied Philosophy requires the completion, with a GPA of 3.0 or better, of a minimum of 30 semester hours of approved graduate course work. The successful completion of a Thesis or Internship is also required for the Master of Arts. Prior to starting a thesis or Internship, a student in the M.A. program will have to apply for readmission if the student has not taken any class for two years. All degree requirements must be completed within six calendar years of first enrollment in the program.

Course Distribution

Required Courses (9 credits):

PHIL 6110 Ethical Theory
PHIL 6120 Philosophical Methods and Analysis
PHIL 6190 Directed Readings/Research

Core Elective Courses (18 credits), drawn from the following:

PHIL 6050 Topics in Philosophy
PHIL 6190 Supervised Teaching
PHIL 6210 Ethics and Aesthetics
PHIL 6220 Health Law and Ethics
PHIL 6230 Ethics, Biotechnology, and the New Genomics
PHIL 6240 Research Ethics in the Biomedical and Behavioral Sciences
PHIL 6250 Ethics of Public Policy
PHIL 6260 Ethics and International Affairs
PHIL 6310 Language and Violence
PHIL 6320 Feminist Theory and Its Applications
PHIL 6330 Race and Philosophy
PHIL 6340 Philosophy of Mind
PHIL 6350 Philosophy of Technology
PHIL 6360 Philosophy of Education

Capstone Course (3 credits), drawn from the following:

PHIL 6410 Internship
PHIL 6920 Thesis

Admission to Candidacy Requirements

An Admission to Candidacy form is to be filed upon the completion of 24 hours of course work.

Advising

The coordinator of graduate studies serves as formal advisor to the graduate students.

Transfer Credit

Up to 6 hours earned from other accredited institutions may be eligible for transfer credit. Formal approval must be obtained from the coordinator of graduate studies and the Dean of the Graduate School.

Language Requirement

Although students are not required to demonstrate proficiency in a foreign language as a formal requirement of the program, they are expected to acquire competency in and use whatever languages they need to pursue their research interests.

Thesis

Students have the option of writing a thesis (3 semester hours credit) in fulfilling the capstone/concluding project requirements. Both Thesis and its alternative (Internship) are linked to the Directed Readings/Research course.

Application for Degree

Graduation information, including deadlines for candidacy and degree application, are available online from the Graduate School at www.uncc.edu/gradmiss/c_graduation.html.

GRADUATE CERTIFICATE IN APPLIED ETHICS

The Graduate Certificate in Applied Ethics is of interest to three groups of students: (1) professionals working in areas of applied ethics; (2) students just beginning to explore graduate work in philosophy; (3) students in other master's and doctoral programs, such as biology, health administration, and public policy, who expect their careers to include work in applied ethics.

Admission Requirements

In addition to meeting the university's graduate admission requirements, all prospective students must:

- Submit a personal statement outlining why the applicant seeks admission to the program
- Submit two academic letters of recommendation, in addition to the recommendation forms required by the graduate school, which address the student's philosophical skills and/or ethical reasoning

Prerequisite Requirements

A bachelor's degree from an accredited institution and a minimum undergraduate GPA of 2.75 is required for admission to the Graduate Certificate program.

Certificate Requirements

The Graduate Certificate in Applied Ethics requires the completion of 15 credits of graduate course work in philosophy. The coursework should be distributed as follows:

Required Courses (3 credits):

PHIL 6110 Ethical Theory

Core Elective Courses (12 credits), drawn from the following:

PHIL 6050 Topics in Philosophy
PHIL 6210 Ethics and Aesthetics
PHIL 6220 Health Law and Ethics
PHIL 6230 Ethics, Biotechnology, and the New Genomics
PHIL 6240 Research Ethics in the Biomedical and Behavioral Sciences
PHIL 6250 Ethics of Public Policy
PHIL 6260 Ethics and International Affairs
PHIL 6310 Language and Violence
PHIL 6320 Feminist Theory and Its Applications
PHIL 6330 Race and Philosophy
PHIL 6340 Philosophy of Mind
PHIL 6350 Philosophy of Technology
PHIL 6360 Philosophy of Education

Approval of the Philosophy Department Graduate Coordinator is required in order to substitute related courses offered by other departments and programs.

Advising

The coordinator of graduate studies serves as formal advisor to the graduate students.

Transfer Credit

Transfer credit is not accepted in the certificate program.

PHIL 5050. Topics in Philosophy. (1-3) Prerequisite: Permission of the department. In-depth treatment of selected problems and issues in philosophy. May be repeated for additional credit as topics vary. (Upon approval by the Department Graduate Committee)

PHIL 6050. Topics in Philosophy. (1-3) Prerequisite: Permission of the department. In-depth treatment of selected problems and issues in philosophy. May be repeated for additional credit as topics vary. (Upon Approval by the Department Graduate Committee)

PHIL 6110. Ethical Theory. (3) Examination of major normative and meta theories that undergird our practical judgments about morally right actions and morally good persons, organizations, or policies. This examination may include central problems and issues concerning morality's: requirements (e.g. utility, duty, virtue, care), authority (e.g. absolutism, relativism, pluralism, multiculturalism), scope (e.g. deceased or future human beings, animals, environment), justification (e.g. rationality, intuition), source (e.g. reason, sentiment, disagreement), and nature (e.g. realism/antirealism, objectivity/subjectivity). (Yearly)

PHIL 6120. Philosophical Methods and Analysis. (3) Explores the distinctive and various methods within philosophy (logical, phenomenological, feminist, conceptual, linguistic, deconstructive, and others), their uses in particular contexts (including links to other disciplines), and how methodology shapes philosophy (including its social impact). One aim is to clarify “applied philosophy” by examining its methods. Students will analyze, evaluate, reconstruct, and originate arguments, judgments, and decisions. They will do so in connection with both texts shared among all the students in the class and the particular interests of individual students. Each student will develop a paper over the course of the semester to bring these issues together. (Yearly)

PHIL 6190. Supervised Teaching. (1) Offers an opportunity to work closely with a faculty member and to engage in supervised teaching as a form of applied philosophy exploring pedagogical practices, theories, issues, and educational research within the philosophy classroom. Normally connected with a graduate assistantship. (Upon Approval by the Department Graduate Committee)

PHIL 6210. Ethics and Aesthetics. (3) Art often generates ethical conflicts because of its forms, content, or functions in society, and ethical debates are sometimes played out through art, so ethics and aesthetics are deeply intertwined. In turn, aesthetics has been strongly tied to politics. The course will cover a range of ethical/political issues in aesthetics across various arts (visual arts, film, music, literature, etc.), including readings from classical and contemporary authors such as Plato, Hume, Kant, Nietzsche, Adorno, Said, Nussbaum, and Piper. (Regularly)

PHIL 6220. Health Law and Ethics. (3) This course interprets and uses the main normative principles of bioethics (autonomy, non-maleficence, beneficence and justice) to guide the practice of healthcare professionals and policymakers. It also increases understanding, interpretation, and monitoring of the impact of legal, regulatory, and political environments on healthcare organizations. Topics include medical malpractice, Medicare and Medicaid law, informed consent, privacy and confidentiality, reproductive freedom, death and dying, pain and suffering, allocation of scarce medical resources, developments in genetics, and regenerative medicine. (Regularly)

PHIL 6230. Ethics, Biotechnology, and the New Genomics. (3) This course uses a range of normative theories (e.g., deontology, utilitarianism, virtue ethics, and feminist ethics) to assess the morality of developments in biotechnology and the new genomics. It also probes the ethical, legal, political, and social implications of genetically modifying food and animals, genetically enhancing human beings, extending the human life span, assisting human reproduction, creating chimeras, and fusing humans with machines. (Regularly)

PHIL 6240/8240. Research Ethics in the Biomedical and Behavioral Sciences. (3) This course is designed to identify the fundamental elements that characterize not only methodologically grounded but also morally appropriate scientific research. Class discussion and readings will focus on key issues in biomedical and behavioral research including informed consent, privacy and confidentiality, risk-benefit assessments, mechanisms for protecting animal and human research subjects, international research, vulnerable populations, conflicts of interest and data management, publication ethics, intellectual property issues and the politics of research. (Regularly)

PHIL 6250. Ethics of Public Policy. (3) This course examines the conceptual tools available in the development of policies, regulations and guidelines that are responsive to normative standards of character and conduct. The course will include discussion of ethical and political theory, as well as its intersection with policy-making at topics such as equity, efficiency, security, and liberty. Issues may include how specific policies express moral commitments and choices, how some policies favor certain values over others, as well as on issues such as whistle-blowing, "dirty hands" (doing wrong to do right), "many hands" (hiding accountability in bureaucracy) and professional incompetence. (Regularly)

PHIL 6260. Ethics and International Affairs (3) The relations between nation states and other trans-national organizations are often assumed to be governed by realist power relations, and outside the scope of ethical deliberation. In this course we will examine what sorts of ethical norms can or should be brought to bear on international relations. Possible topic areas include both theoretical issues such as the applicability of ethical theory to the behavior of trans-cultural and international issues, the appropriateness of "Western" ethical norms to the discussion; as well as more specific topics such as global hunger, uneven development more generally, arms proliferation, and environmental security.. (Regularly)

PHIL 6310. Language and Violence. (3) Explores philosophical theories on the relationship between language and violence, on a continuum from subtle forms of covert personal violence to grievous forms of covert institutional violence. (Regularly)

PHIL 6320. Feminist Theory and Its Applications. (3) This course will cover feminist critiques of the philosophical canon, feminist approaches to philosophical problems (e.g., feminist ethics, feminist epistemology), and philosophical studies of topics related to gender, sexuality, and the intersection of these categories with race and class. Students will have the opportunity to investigate how feminist philosophy bears on their individual projects and areas of interest. (Regularly)

PHIL 6330. Race and Philosophy. (3) In this course, students will both study the role of race in the history of philosophy and examine, from a philosophical perspective, contemporary discourses of race and racism. Critical race theory and postcolonial theory will be studied, as well as their intersection with feminism, queer theory, among other critical political philosophies. (Regularly)

PHIL 6340. Philosophy of Mind. (3) Examines questions concerning the relationship between body and mind, the existence of other minds, the nature of consciousness, and the architecture of cognition. Approaches to these questions include traditional philosophical sources (emphasizing metaphysics and epistemology) and more recent developments in cognitive science (including the computational model of mind, mental representation, connectionist systems, and artificial intelligence). Also addressed are ethical and social issues involved in the design and implementation of intelligent systems. Inquiries bear on issue such as free will and determinism, emotion and reasoning, and the nature of rationality. (Regularly)

PHIL 6350. Philosophy of Technology. (3) Examines philosophical views on the nature of technology, focusing on its effects on society and nature. Computer technologies and other cases will be considered. (Regularly)

PHIL 6360. Philosophy of Education. (3) Exploration of modern philosophies of education, with a focus on the relationships between pedagogy and society. (Regularly)

PHIL 6910. Directed Readings/Research. (3) . Students will write and revise a substantial paper based on their research, which will be linked to Thesis or Internship. (Upon Approval by Department Graduate Committee)

PHIL 6920 Thesis. (3) Appropriate research and written exposition of that research is required. (Upon Approval of Department Graduate Committee).

PHIL 7999. Master's Degree Graduate Residency Credit. (1) Continuation of individual Concluding Project or Thesis for students completing the program but not enrolled in other graduate courses. (Fall, Spring, Summer)

PHIL 8050. Topics in Philosophy. (1-3) Prerequisite: Permission of the department. In-depth treatment of selected problems and issues in philosophy. May be repeated for additional credit as topics vary. (Upon approval by the Department Graduate Committee)

LONG SIGNATURE SHEET




Proposal Number: PHIL 04-08-09

Proposal Title: Revision of the Graduate Curriculum in Philosophy, both
for the M.A. and for the Certificate

Originating Department: Philosophy

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE UNDERGRADUATE & GRADUATE _____

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
4/13/09	4/13/09	4/16/09	Approved	<u>DEPARTMENT CHAIR</u> 
				<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u>
				<u>TEACHER EDUCATION COMMITTEE CHAIR</u> (Teacher Education Program proposals only)
				<u>COLLEGE FACULTY CHAIR</u>
				<u>COLLEGE DEAN</u>
				<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
				<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses)
				<u>FACULTY GOVERNANCE SECRETARY</u> (noting Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

Revised 4/08/03
 OAA/jdp