Have you considered presenting your research at a conference? Sharing your findings with your peers is a valuable and rewarding part of undergraduate research.

Several of your classmates, including Cony Garrido, Libby Patrick, and West Poindexter, have presented their work at conferences. We recently asked them a few questions about the experience, so you might get a better sense of what it’s all about.

The responses are edited for space. Please ask Cony, Libby, and West (among others) if you want to learn more! We thank all three for agreeing to share their thoughts. You should also check out UWG’s Office of Undergraduate Research: https://www.westga.edu/academics/research/our/

What do you find valuable about presenting your research? What is best about it?

Cony: It allows me to improve my public speaking skills. I wished I had done it earlier. I am rather shy, but I feel I am getting over my fear of public speaking the more I present my work. What is also very valuable is the fact that I get lots of feedback from people when I present my work. This allows me to enrich my papers. Perhaps after having presented my research a few times, I can have something that might be good for publishing.

Libby: The questions asked about my paper helped deepen my understanding of the topic and provided me with other perspectives that I wouldn't necessarily have considered on my own. The best thing about presenting my research at a conference is that it was a confidence booster. As scared as I was at the time, I now have a new experience under my belt (one I get to brag about in my CV). I have also found that the idea of presenting again isn't nearly so frightening as it was before.

West: It can serve as a source of validation from the larger philosophical community. I’m not saying you should live your life solely for validation, but having someone else acknowledge your hard work by taking the time to respond to it is nice. [The best thing is] the Q&A portion of it. It effectively becomes a group discussion at that point. And because you are dealing with people from outside of your program, there’s the possibility of being exposed to more perspectives.

Did any aspect of presenting your research catch you by surprise? Did you ever think, “well, I didn't expect that!”?

Cony: Sometimes someone will ask you something completely unrelated to the topic. Or about something you didn’t cover. Just do your best to answer their question, ask for clarification if you need to. I’ve had a few of those moments. The first time it happened, I froze. However, with time you’ll realize that you’ll want to “keep the conversation going” and not feel awkward, even if you don’t know. There is no shame in not knowing.

Libby: I didn’t expect so many of my professors to attend my presentation. I had convinced myself early on, as a means of tamping down my anxiety, that no one would be interested enough to show up for my presentation.
Philosophy Honors Society

In April, UWG’s chapter of Phi Sigma Tau, the national philosophy honors society, will be inducting new members. You are eligible to join if you have 45 credit hours, have taken at least two philosophy courses, have a 3.0 overall GPA and over a 3.0 (B average) in your philosophy courses.

Members of this group meet a few times per semester to talk about careers and how to translate your philosophy skills to potential employers; applying for graduate school and law school; enrichment opportunities like internships and study abroad; and how to present and publish your philosophy papers.

Please email the faculty advisor, Dr. Kellison, at rkellison@westga.edu for more info if you are interested in joining.

West Georgia Philosophical Society

Interested in Philosophy? Join the West Georgia Philosophical Society

West Georgia Philosophical Society is a student organization open to UWG students of any major who want to get together to discuss philosophy in an informal and friendly setting. Currently, the group meets every other Wednesday in TLC 2237.

For more information, visit our Facebook page at https://www.facebook.com/groups/136625026403394/ or email Dr. Garner at jgarner@westga.edu.

(continued from p. 1)

Once I got going, though, their presence became comforting in a keep-you-on-your-toes kind of way.

West: You really can’t predict what is going to be “controversial”. I had a section in a paper where I was talking about absences and presences as well as the order and relation of signs and signifiers that I’d sent time preparing to defend. When I presented, nobody cared. They took bigger issue with me saying that time was a continuous unity.

What is challenging about the actual presentation? How do you deal with them?

Cony: For me, it is the fact that I want to be done before I even begin. This is a terrible thing to do to yourself. This will make you rush through the paper, not articulate properly, and just be tense throughout. Breathe deeply, take pauses, go through things calmly. You have a clock ticking, but with all the practice you have done you should be confident in your ability to present your own work. Confidence is key.

Libby: The most challenging part for me was getting up the nerve to actually present. At one point, I thought I might pass out. However, I made sure I was prepared by running through my paper out loud a few times, editing it for time, and creating a brief PowerPoint to fill the audience in and keep me on track. In case of the worst, I knew I could rely on the “script” I had crafted—the hard work (researching and writing on the topic) was already over.

West: The balancing act of being prepared to defend your work without getting defensive about it. It’s cliché, but be honest with yourself. You know where you struggled when you were writing the paper. If you get called out on that area, take it as an opportunity to pick that person’s brain on it.

What is challenging about the question/answer session?

Cony: Question time can be terrifying! However, you know your topic fairly well and you’ve researched it quite a bit. You know this stuff. Think of it this way, you create the environment of your presentation by the way you present. If you are faced with a difficult question, pause and consider it, if you don’t have an answer for it on the spot, you can politely say that you will further reflect on this. Do not panic.

Libby: It can be difficult to think on your feet that quickly. I have a lot of social anxiety, so transitioning from reading my paper like a script to coming up with answers on the spot was challenging. Try reviewing your topic before the conference. Having unscripted conversations with friends beforehand might also help—you’ll be more aware of what an audience might ask as well as ingraining the topic more firmly in your mind.

West: This is my favorite part of the presentation experience. But if you are someone who enjoys arguing for fun, I’d say pick your battles.

What conferences would you recommend to your classmates?

Cony, Libby, and West agree that the UWG conferences are a great place to start. Try Scholars’ Day and the English and Philosophy Research Conference. Cony and West have also presented at Clayton State’s annual conference, and they recommend it.
PHIL 2130: Introduction to World Religions
Dr. Rosemary Kellison
This course is 100% Online

This course revolves around two central questions: how has the world shaped religion(s), and how have religions shaped the world? As we move through an introductory survey of some of the world’s major religious traditions, including indigenous religious traditions, Hinduism, Buddhism, Judaism, Christianity, Islam, and selected new religious movements, we will pay special attention to the ways in which these traditions have been shaped by historical, political, and geographical changes in the world—and we will also consider how these traditions and their communities have influenced these changes. Over the course of the semester, we will seek both to understand the significance and relevance of religion in world history and to begin to grapple with some of the important philosophical questions addressed within religious communities as well as by those who study them. Required for religion-track majors and minors.

PHIL 2010: Introduction to Philosophy
Dr. Josh Dohmen
MTWRF 10am-12:15pm

My aim is to introduce students to some main areas of philosophy (metaphysics, epistemology, social and political philosophy, ethics, aesthetics, and the philosophy of religion), by studying six major figures whose thought encompasses many of these fields. By doing so, we will see the ways in which our different philosophical beliefs are intimately connected. We will begin by briefly considering the question, “Why study philosophy?” Then we will get into the main material for the course. First, we will read some of Plato’s dialogues to investigate what philosophy is, why we should practice it, and other related questions like “What is piety?” and “Should we fear death?” Second, we'll move on to discuss René Descartes's Meditations, in which he questions what we are, what we can know, and whether or not we are justified in believing in God(s). Third, we will consider W.E.B. Du Bois who discusses knowledge, identity, and history throughout his writings. Fourth, we will read selections from Simone de Beauvoir's The Second Sex. Here, we will see that her existentialist views and her appeals to history and biology are inseparable from her political ideal of women’s liberation. Fifth, we will conclude by reading parts of Gloria Anzaldúa’s Borderlands/La Frontera to consider the ways in which history, language, and identity are all intimately related. This class is required for philosophy or religion majors and minors. Counts toward the religion minor.

PHIL 2030: Introduction to Ethics
Dr. Robert Lane
This course is 100% Online

Everyone has beliefs about morality, and to some extent we all agree about what actions are right and wrong; for example, we all agree that murder is wrong and that helping those less fortunate than us is right. But there are many moral questions about which people disagree: is abortion immoral? what about physician-assisted suicide? is it wrong to spend money on expensive cars and homes when people in other parts of the world are dying from malnutrition? do non-human animals have rights? This course will enable you critically to evaluate your own beliefs about concrete ethical issues like these. We’ll also be dealing with more theoretical questions, such as: where does morality come from? (God? society? or somewhere else?); what makes an ethical argument good or bad?; and what general rules or principles ought we to live by? No prior knowledge concerning concrete ethical issues is required. However, to understand how we form ethical judgments, we will use our own beliefs about concrete moral issues to analyze the process of moral judgment. Required for all philosophy majors and minors. Counts toward the religion minor.
determinism debate, ethics, and political philosophy. We’ll explore the nature of reality and how we are acquainted with reality; the relationship between our minds and bodies; whether we are free to do as we choose, or determined to act by our genes, upbringing, and environment; what makes something good, bad, right, or wrong; and, the ideal relationship between governments and citizens. Fulfills Core Area C2. Required for all philosophy majors and minors. Counts toward the religion minor.

PHIL 2020: Critical Thinking (Dr. Dustin Peone) 
MW 8am–9:15am

An investigation of logical fallacies and patterns of valid reasoning in primarily oral by also written discourse. Required for the major in Philosophy. Fulfills Core Area B1. Required for all philosophy majors and minors. Counts toward the religion minor.

PHIL 2020: Critical Thinking (Dr. John V. Garner) 
MW 11am–12:15am

This course provides an introduction to logical reasoning and critical thinking. In division one, we will study the power of Socratic questioning and Aristotelian logic. We will discern the differences between deductive and non-deductive reasoning, the temptations of argumentative fallacies, and the clear and unclear uses of language. In division two, we will engage in open, critical discussion about controversial ethical-political and socio-economic questions, including the demands of charity, the purpose of a business, and the ethics of practices like marriage and voting. In division three, students will present their own research on a topic of their choice relating to the class. Overall, this course helps us understand whether we should be persuaded by others’ arguments, by the media, or by our pre-existing beliefs. It helps us to reason better, to be self-questioning, to make better arguments, and to evaluate more accurately the arguments of others. Required for philosophy or religion majors and minors. May count for credit in Core area B1.

PHIL 2020: Critical Thinking (Dr. Carmen Zinn) 
NEWNAN: TR 10:30am–11:45am

This course aims to sharpen your reasoning skills, and to help you to identify and avoid errors in reasoning. We’ll study cognitive biases; how to construct and evaluate inductive and deductive arguments; and how to identify and avoid formal and informal mistakes in reasoning. The course will culminate in a practical application of these skills to current public policy debates. Fulfills Core Area B1. Required for all philosophy majors and minors. Counts toward the religion minor.

PHIL 2020: Critical Thinking (Mr. Geoffrey Lundeen) 
TR 11am–12:30pm

This course focuses on the critical evaluation of argument in a wide variety of contexts. Major themes include: an introduction to logic and formal reasoning, argumentation theory, rhetoric, public deliberation, and media literacy. Required for philosophy or religion majors and minors. May count for credit in Core area B1.

PHIL 2020: Critical Thinking (Dr. Josh Dohmen) 
TR 2pm–3:15pm

There are growing pushes for “critical thinking” in our educational system and in our citizenry. But “critical” is ambiguous. It can mean “neutral evaluation,” like a critical analysis of a novel. It can mean “disapproving” or “judgmental,” as when you’re critical of another person’s choices. Or it can just mean “thinking differently from me,” as when people say, “Millennials just don’t know how to think critically.” So in this class, I’d like to try to develop responsible thinking skills together. By emphasizing responsible thinking, I aim to keep in our minds the ways in which what we think and say affects others. -- Consider: When I form a belief, it becomes a part of the background against which I act. So, shouldn’t we be responsible when we form beliefs, just like we’re responsible when we act? When I share a belief with someone, I open myself to their judgment and try to influence their beliefs. Shouldn’t we be responsible with what we say, just like we’re responsible when we act? When I use a derogatory word, I participate in making it normal to denigrate a group of people. Shouldn’t we be responsible with our language, just like we’re responsible not to mistreat others based on their identities? The truth itself is something we hold to be good. Shouldn’t we be responsible to seeking the truth, just like we’re responsible to other things we hold to be good, like justice, faith, or health? -- Because I haven’t had time to write my own textbook yet, we’ll address these skills with two texts. The first, Intellectual Empathy, aims to help us have better conversations about complex social issues like those involving race or religion. The second, Critical Thinking, aims to introduce us to the basics of understanding and evaluating arguments in general. Required for philosophy or religion majors and minors. May count for credit in Core area B1.

PHIL 2020: Critical Thinking (Dr. Josh Dohmen) 
TR 3:30pm–4:45pm

Same as above. Required for philosophy or religion majors and minors. May count for credit in Core area B1.

PHIL 2030: Introduction to Ethics (Dr. Robert Lane) 
TR 9:30am–10:45am

Everyone has beliefs about morality, and to some extent we all agree about what actions are right and wrong; for example, we all agree that murder is wrong and that helping those less fortunate than us is right. But there are many moral questions about which people disagree: is abortion immoral? What about physician-assisted suicide? Is it wrong to spend money on expensive cars and homes when people in other parts of the world are dying from malnutrition? Do non-human animals have rights? This course will enable you critically to evaluate your own beliefs about concrete ethical issues like these. We’ll also be dealing with more theoretical questions, such as: where does morality come from? (God? society? or somewhere else?); what makes an ethical argument good or bad; and what general rules or principles ought we to live by? No prior experience in philosophy is necessary, so if you want to start thinking critically about morality, this course is a great place to begin. Fulfills Core Area C2. Required for all philosophy majors and minors. Counts toward the religion minor.

PHIL 2030: Introduction to Ethics (Dr. Robert Lane) 
TR 11am–12:15pm

Same as above. Fulfills Core Area C2. Required for all philosophy majors and minors. Counts toward the religion minor.

PHIL 2130: Introduction to World Religions (Dr. Rosemary Kellison) 
TR 11am-12:15pm

This course revolves around two central questions: how has the world shaped religion(s), and how have religions shaped the world? As we move through an introductory survey of some of the world’s major religious traditions, including indigenous religious traditions, Hinduism, Buddhism, Judaism, Christianity, Islam, and selected new religious movements, we will pay special attention to the ways in which these traditions have been shaped by historical, political, and geographical changes in the world—and will also consider how these traditions and their commu-
nities have influenced these changes. Over the course of the semester, we will seek both to understand the significance and relevance of religion in world history and to begin to grapple with some of the important philosophical questions addressed within religious communities as well as by those who study them. Required for religion-track majors and minors.

**PHIL 2130: Introduction to World Religions**

Same as above. Required for religion-track majors and minors.

**PHIL 3100: Ancient and Medieval Philosophy**

In this course, we will begin by reading Plato and Aristotle to see how they raise foundational questions in science, religion, and ethics. Then we will explore competing “life philosophies” (e.g., Epicureanism, Stoicism, and Augustine) prevalent the early B.C.E. era, when the great Western religions were also in decisive stages of development. Finally, we will learn how Medieval thinkers in Islam, Judaism, and Christianity (e.g., Avicenna, Al-Ghazālī, Maimonides, Aquinas) influenced one another in surprising ways in the fields of theology, natural philosophy, ethics, epistemology, and metaphysics. Required for all philosophy majors. Counts toward the philosophy minor.

**PHIL 3220: Christian Thought**

In this course, we trace the development of important historical trends in Catholic and Protestant Christian thought. Some of the specific areas covered include theology, ethics, mysticism, and political theory. In addition to studying some of the most significant historical Christian thinkers’ works, we also explore more recent developments in American Christian thought, including the development of the social gospel, liberation theology, and contemporary Christian political movements. Another major emphasis of this course is the influence Christian thought has had on Western philosophy more generally.

**PHIL 4100: Phenomenology**

Phenomenology is a philosophical movement of the twentieth century that focuses on descriptive investigations of the ways in which the world appears to consciousness. In this course we will examine the development of the phenomenological method through primary texts of major phenomenologists including Husserl, Heidegger, Merleau-Ponty, Levinas, Derrida, and Ricoeur. We will address such issues as how the phenomenological method attempts to overcome the subject/object dichotomy, and how it lays the groundwork for such contemporary movements as hermeneutics and deconstruction.

**PHIL 4150: Analytic Philosophy**

This course is an historical overview of analytic philosophy, the most widespread and influential movement among Anglo-American philosophers during the 20th century. We will consider how the most important members of this tradition, including Gottlob Frege, Bertrand Russell, Ludwig Wittgenstein, A. J. Ayer, and W. V. O. Quine, attempted to answer questions within metaphysics, epistemology, and the philosophy of language. We will also consider how some contemporary analytic philosophers have responded to the work of those earlier, “classical” philosophers. Counts toward the philosophy major and the philosophy minor. This is a Discipline Specific Writing (DSW) course, fulfilling one of two DSW requirements for the College of Arts and Humanities.

**PHIL 4300: Senior Seminar**

Senior Seminar is the capstone course in the study of philosophy at UWG, and it is required for all philosophy majors who will graduate in Fall 2018, Spring 2019, or Summer 2019. The course will be conducted in a traditional seminar style, with students assuming a leadership role in the classroom. Each student will also produce a sophisticated philosophical paper related to the topic of the course. We will spend significant time on the development, drafting, and revision of this paper. All philosophy majors planning to graduate before December 2019 should register for this section of Senior Seminar.

---

**Registration is Nearly Here!**

Remember: If you are a philosophy major, you must meet with an advisor before you will be able to register for classes. If you have completed 61 or more hours, you should meet with your faculty advisor in Philosophy. If you have not yet completed 61 hours, then you should meet with someone in the Advising Center. The registration schedule is posted below. Be sure to meet with your advisor before your time to register.

**Summer/Fall 2018 On-Time Registration Dates for CURRENTLY* enrolled students.**

All registration starts at 12:00 am.

- Current Seniors & all Graduate level students – March 26
- Current Juniors ss# ending in 50-99 – March 27
- Current Juniors ss# ending in 00-49 – March 28
- Current Sophomores ss# ending 50-99 – March 29
- Current Sophomores ss# ending 00-49 – March 30
- Current Freshmen ss# ending 00-49 – April 2
- Current Freshmen ss# ending 50-99 – April 3

*Currently enrolled students are those taking courses in the current term – Spring 2018.

**Open Registration – Begins April 9, 2018** (Students that are currently serving a one term suspension, are readmitted, or are admitted as a transient must wait until Open Registration to register.)

**Important!** See your advisor before your assigned date to register, and your advisor or department will remove your advisement hold.
All UWG students and faculty are invited to three events concerning the subject of TRUTH.

Lee McIntyre, “Post-Truth”  
7–8 p.m. Tuesday March 6, 2018  
Kathy Cashen Recital Hall (Humanities Building)

Are we living in a post-truth world, where “alternative facts” replace actual facts and feelings have more weight than evidence? In this talk Lee McIntyre will trace the development of post-truth from its roots in science denial, cognitive bias, and postmodernism through the rise of “fake news,” “information silos,” and alternative media. Post-truth didn’t begin with the 2016 election; the denial of scientific facts about smoking, evolution, vaccines, and climate change offer a road map for today’s situation. Add to this the wired-in cognitive biases that make us feel that our conclusions are based on good reasoning even when they are not, the decline of traditional media and the rise of social media, and the emergence of fake news as a political tool, and we have the ideal conditions for post-truth.

Lee McIntyre, Ph.D., is a Research Fellow at the Center for Philosophy and History of Science at Boston University and an Instructor in Ethics at Harvard Extension School. He is the author of several books, including Respecting Truth: Willful Ignorance in the Internet Age (2015) and Post-Truth (2018). Dr. McIntyre’s presentation will be followed by a book signing.

The Meeting of the Minds: “What is Truth”?  
7–8pm, Wednesday March 28, 2018  
Kathy Cashen Recital Hall (Humanities Building)

The Philosophy Program is sponsoring the 18th annual Meeting of the Minds. This program is a conversation between students who are posing as famous philosophers. Philosophers represented are: Plato played by Alex Callahan, Albert Camus played by Avery Chandler, Hannah Arendt played by Maria Constanza Garrido Sierralta, and Jean Baudrillard played by Tommy Jordan. The moderator will be Taylor Gowans. This year’s topic is “What is Truth?”

The students themselves have written a script and will perform the panel discussion on Wednesday, March 28, 2018 at 7:00pm in Kathy Cashen Hall. Following the presentation there will be a question and answer period. The event is free and open to everyone.

Forum on Truth  
7:30–8:30pm, Wednesday April 18, 2018  
Kathy Cashen Recital Hall (Humanities Building)

What is truth? How do artists, historians, philosophers, and other creators and scholars approach the topic of truth? Is there a connection between truth and reality? Does truth matter, and if so, how and why? Join us for a panel discussion on truth featuring scholars from across the arts and humanities, including UWG faculty members representing Art, Foreign Languages and Literatures, History, Music, Philosophy, and Theater.

All three events are free of charge and open to the public.