

Curriculum Vitae

Stephen G. Scholz

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CURRENT POSITION

North Carolina State University (Fall 2000 – Present) Visiting Assistant Professor of Philosophy

EDUCATION

University of New Mexico (1995-2000)

Ph.D. in Philosophy

San Francisco State University (1991-1994)

M.A. in Philosophy

Reed College (1986-1990)

B.A. in Philosophy

FELLOWSHIPS AND AWARDS

Gwen E. Barrett Teaching Award (2000)

Gwen E. Barrett Dissertation Fellowship Award (1999-2000)

American Philosophical Association Pacific Meeting, Graduate Student Stipend Winner (1998)

Certificate in Teaching Critical Thinking (1994)

AREAS OF SPECIALIZATION

Ethical Theory, Applied Ethics, Social & Political Philosophy

AREAS OF COMPETENCE

History of Philosophy (Modern and Ancient), Philosophy of Mind, Epistemology, Philosophy of Science, Philosophy and the Media

TEACHING EXPERIENCE

North Carolina State University (Fall 2000 – Present)

Problems and Types of Philosophy

Ancient and Medieval Philosophy

Issues in Business Ethics

Contemporary Moral Issues

North Carolina Wesleyan College (Fall 2000 – Fall 2002)

Business Ethics

University of New Mexico (Spring 1996 – Spring 2000)

Contemporary Moral Issues

Reasoning and Critical Thinking

Introduction to Symbolic Logic

San Francisco State University (Fall 1991 – Fall 1993)

Introduction to Philosophy

Critical Thinking

LECTURES AND PUBLICATIONS

“What is so Good about Making and Effort?”

American Philosophical Association, Pacific Meeting 2003 (forthcoming)

“Forgiveness as Absolution”

Forgiveness: Traditions and Implications, Conference, University of Utah, 2000

“A Paradox of Heroism”

American Philosophical Association, Pacific Meeting 1998 (Graduate Student Stipend Winner)

“Supererogation: the Problem of Point of View”

New Mexico – West Texas Philosophical Society, Annual Meeting 1997

DOCTORAL DISSERTATION

Forgiveness as Absolution

In this work I offer a novel approach to forgiveness where it is viewed as the absolution of moral debt rather than simply the forswearing of resentment. My model has several advantages over the traditional model, in particular it solves Kolnai's paradox.

COURSES PREPARED TO TEACH

Graduate/upper-level undergraduate:

Action Theory, British Empiricism, Bio-Ethics Seminar on Cloning, Forgiveness and Politics, Epistemology, Ethics in the Age of Technology, Kantian Ethics, Philosophy of Mind, Rawls and the Liberal Tradition, Philosophy of the Media, Political Philosophy, Moral Psychology, 20th Century Philosophy, Value Theory

Introductory undergraduate:

Bio-Medical Ethics, Business Ethics, Contemporary Moral Problems, Critical Thinking, Ethical Theory, History of Ancient Philosophy, History of Modern Philosophy, Introduction to Philosophy, Media Awareness, Philosophy of Science, Symbolic Logic

GRADUATE COURSEWORK

19th Century Philosophy

Analytic Philosophy
Environmental Ethics
Existentialism
Hume and Kant
Meaning of Pictures
Mysticism and Philosophy
Philosophy of Art
Philosophy of Logic
Philosophy of Science
Sartre
Teaching Critical Thinking
Theory of Knowledge.
World Religions

20th Century Philosophy ^(Audit)

Descartes ^(Audit)
Epistemology and Metaphysics
Forgiveness and Responsibility ^(Directed Readings)
Liberalism and Its Critics
Moral Psychology
Nietzsche
Philosophy of Language
Philosophy of Mind
Political Philosophy ^(Audit)
Scientific Revolutions
Teaching Philosophy
Value Theory

REFERENCES

Sergio Tenenbaum
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