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This course introduces the student to the principal understandings of justice that have developed in the Western philosophical and theological traditions. Care is taken to relate the theories to concrete, practical and political problems, and to develop good reasons for choosing one way of justice rather than another. The relationship of justice to the complementary notion of peace will also be examined. Special attention is paid to the contribution of Catholic theology in the contemporary public conversation about justice and peace. Select problems may include human rights, poverty and development in Third World, environmental and ecological justice, just war and just peace issues.
PHIL119501  Puzzles and Paradoxes
Richard Atkins  MWF 12

Level 1 – Undergraduate Elective

Description:
We examine twelve valid philosophical arguments with extremely plausible premises but implausible conclusions and how the greatest minds in philosophy have grappled with them. Based on the professor's book and supplemented with classic and contemporary readings, this course will challenge your faith in reason while affirming your faith in its progress.

Requirements:
Two logic assignments, a midterm, a final, class participation, and two papers

Readings:
All other readings will be placed on Canvas.

PHIL223301  Values in Social Services and Health Care
David Manzo  TH 4:30-7:00
Level 1— Undergraduate Elective

Description:

“The opposite of faith is not heresy. It is indifference.” Elie Wiesel

The test of our progress is not whether we add more to the abundance of those who have much; it is whether we provide enough for those who have too little.” FDR Second Inaugural Address, Washington, D.C., January 20, 1937.

This course has a dual purpose. Its broadest mission is to give perspective and offer reflection on your service experiences to date and then to help you discern the answer to the question, “What’s next?” We will try to accomplish this through readings, lectures, discussions, and written assignments.

Among the objectives for Values in Social Services and Health Care are: to communicate an understanding of the social services and health care delivery system; to explore ethical problems and challenges related to the allocations of limited resources, regulations, economic injustice, community conflicts and the responsibility for the dependent person; to consider strategies for effecting positive changes in the social service and health care system.

Requirements:

Although this course is a PULSE Elective, it is OPEN to ALL students. You must participate in a 4 or 8 hour per week field placement.

Readings:

Tough, Whatever it Takes: Geoffrey Canada’s Quest to Change Harlem and America

Gaylin, Doing Good

Kotlowitz ,There are No Children Here

Hirsch ,Songs from the Alley

Shore ,The Cathedral Within

Himes , Doing the Truth in Love (Selected Chapter)

Collins , Moral Measure of the Economy

PHIL225901 Perspectives: War and Aggression I

THEO232701

SOCY225001
Matthew Mullane  T TH 12*

Level 1— Undergraduate Elective

Description:

The Faith, Peace, and Justice Program at Boston College sponsors this course as an introduction to the field of Peace Studies.

This course develops an interdisciplinary approach to the study of war and conflict and investigates alternatives to their resolution in contemporary global society. The course is organized along multidisciplinary lines, with faculty members from various academic departments responsible for each topic of discussion. This interdisciplinary approach demonstrates the varied and complex perspectives on the causes of war and conflict and attempts to develop, out of the resources of these respective disciplines, intelligent insights into the resolution of conflicts, and the development of alternatives to war.

PHIL226101  Telling Truths I: Writing for the Cause of Justice

Kathleen Hirsch  W 3-4:50

Level 1— Undergraduate Elective
Description:

This PULSE elective will explore writing as a tool for social change. Students will read and experiment with a variety of written forms – memoir, creative non-fiction, opinion and essay – to tell the ‘truth’ as they experience it in their own encounters with social injustice. This workshop is intended to provide a comprehensive introduction to the range of strategies that social prophets and witnesses have used, and are using today, to promote the cause of justice.

Requirements:

A 4-hour service placement through the PULSE office is required, as field work in conjunction with this class.

Readings:

Autobiographical essays, significant historical letters, contemporary op ed pieces and non-fiction articles.
Level 1 – Undergraduate Elective

Description:

This course is an introduction to the basic principles and techniques of modern and classical logic. Its aims are to present the standard manners in which philosophers and logicians have interpreted the phenomenon of implication, to teach rigorous methods of evaluating inferences, and to explore the possible limits of logic. We will not only learn how to think logically but how to think about logic. The habits of mind developed by studying and practicing these methods will help students analyze everyday arguments more effectively. Those interested in pursuing philosophy, law, science, computer science, or other analytical disciplines will be especially well served by this.

The course has three main parts. To begin with we will focus on informal logic. We will explore and challenge our own assumptions about what an argument is and what makes an argument acceptable or unacceptable. Then, we will study formal logic in its classical and modern forms. Here we will learn about decision procedures, how to translate arguments into a formal language, and to manipulate and assess that language. Finally, we will examine various issues relating logic to the scientific method.

Requirements:

Although there are no requirements, it will help to have taken an introductory philosophy course.

Readings:

The instructor will provide a reading packet.
Description:
This course is one in the four-semester cycle of courses designed for members of the Boston College PULSE Council. In this course we attempt to lay a foundation for understanding contemporary ways in which people choose to structure -- literally and figuratively (or perhaps better, symbolically) -- the way they live together. Our study centers on questions about how our culture and its social structures are the concrete expression of what we value, and of the things we consider meaningful and important. Readings will be drawn from philosophy and theology, as well as other disciplines.

Requirements:
By permission only

Readings:

PHIL229701      Community and Culture I
David McMenamin     TH 3-5 20
Level 1 – Undergraduate Elective

Description:

This course will explore the nature of community in the context of American culture. Students will examine some of the philosophical, historical, cultural, political and religious forces, which have shaped both contemporary American community and the American understanding of community.

Beginning with John Locke and Jean Jacques Rousseau, then moving to Alexis de Tocqueville, the course’s starting points will be in two thinkers whose political philosophies were part of the intellectual climate in which this nation was born, then in the observations of an early 19th Century visitor of what had emerged in early America. Subsequent readings will raise the question of American culture and community from modern legal, cultural, political and religious perspectives.

Requirements:

Seminar leadership: Each week’s seminar will be led by two or more of the students, working together to prepare, based on the question of how the reading for that week can be understood in relation to the theme of the course.

Brief weekly writing assignments on the readings

Readings:

*Second Treatise of Government*, John Locke

*Discourse on the Origins of Inequality*, Jean-Jacques Rousseau

*Democracy in America*, Alexis deTocqueville

*Rights Talk*, Mary Ann Glendon

*Rerum Novarum*, Pope Leo XIII and *Centesimus Annus*, Pope John Paul II

*A Necessary Evil*, Garry Wills

PHIL332501

CLASS332501

Christopher Poult

Lucretius

M W 3"
Level 1 – Undergraduate Elective

Description:

The Roman poet Lucretius is one of the key figures in the history of Western philosophy, expounding in his work De Rerum Natura (On the Nature of Things?) upon the primary tenets of Epicurean thought. In this course we will read selections from De Rerum Natura in Latin, aiming to acquire a greater knowledge of Latin grammar and vocabulary and to improve facility in reading Latin poetry. We will use Lucretius’ poem as a focal point to explore ancient Epicureanism, its views on human ethics and the workings of the physical world, its place within ancient philosophy more broadly, and its continuing relevance for modern thought.
Level 1 – Undergraduate Elective

Description:

This course examines the history of European ideas from the mid-eighteenth century to the late nineteenth century. During this era, between the Enlightenment celebration of reason and the emergence of a revolutionary religion of progress, a triumphant and contradictory European modernity emerged. We will investigate this historical field by engaging works of philosophy, art, and political theory, exploring the many "-isms" of the nineteenth century: romanticism, realism, socialism, Marxism, liberalism, conservatism, anarchism, impressionism, naturalism, positivism, and scientism. Thinkers considered include Jean-Jacques Rousseau, Immanuel Kant, Edmund Burke, G.W.F. Hegel, John Stuart Mill, Karl Marx, Gustave Flaubert, and Charles Darwin. Graduate students interested in taking this course should contact Father Gary Gurtler.

Requirements:

Two five-page papers, blog posts, midterm exam, final exam

Readings:

The Portable Enlightenment Reader, ed. Issac Kramnick
Jean-Jacques Rousseau, Rousseau’s Political Writings: Discourse on Inequality, Discourse on Political Economy, on Social Contract, ed. Alan Ritter, tr. Julia Bondanella
Mary Wollstonecraft, Vindication of the Rights of Woman, ed. Miriam Brody
Johann Wolfgang Von Goethe, Faust, ed. Cyrus Hamlin, tr. Walter W. Arndt
G.W.F. Hegel, Introduction to The Philosophy of History, intro. Leo Rauch
Soren Kierkegaard, Fear and Trembling
John Stuart Mill, On Liberty and Other Essays, ed. John Gray
The Portable Karl Marx, ed. Eugene Kamenka
Charles Darwin, The Origin of Species: By Means of Natural Selection the Preservation of Favoured Races in the Struggle for Life
Charles Baudelaire, Paris Spleen, tr. Louise Varese
Sarah Byers  M W F 2

Level 1— Undergraduate Elective

Description:

This course is organized around the central philosophical questions asked and answered, in various ways, by philosophers in the ancient Greek-speaking world. We will consider the pre-Socratics, Plato, Aristotle, and, more briefly, some Hellenistic authors such as Plutarch, Epictetus, and Plotinus. Topics include theories of material bodies and of change; whether anything immaterial or immutable exists, and if so whether it is single or multiple and its relation to this changing world; the human soul; and the question of the criterion of truth, and the process by which humans may come to know; the question of the criterion of ethics.
Description:
We will study the main philosophies that, from Descartes to Kant, have punctuated the rise of the modern mind. From the scientific revolution to the triumph of the Enlightenment, the 17th and 18th centuries progressively asserted the autonomy of reason but also reflected on its limits. The metaphysical, epistemological, ethical and political aspects of modern thought will be thoroughly considered, especially in relation with the development of scientific knowledge and the transformations of Western societies.

We will analyze representative texts, pay attention to their argumentative structures, and highlight the logical development of problems and answers they deal with. The course will provide you with the essential historical knowledge and the central concepts of modern thought so as to understand the bases of what is our today understanding of the world and of ourselves. In addition, studying the texts, class discussions and writing assignments are designed to develop rigorous argumentation and expression skills.

Syllabus on http://www2.bc.edu/~solere/pl406.html

Requirements:
3 synthesis papers: 2 midterms and 1 final

Readings:


Description:
This course employs methods of recent Anglophone philosophy to examine such topics as the bases and justification of racial solidarity; racial identity; racial (dis)loyalty; and the nature, preconditions, loci, subjects, and targets of racism.

Requirements:
Three in-class examinations

Readings:
Works by recent writers including Randall Kennedy, Tommie Shelby, Ronald Sundstrom, and others.
Description:

The renewed interest among philosophers about friendship indicates a break from the suspicion of the last several centuries. The lack of interest can be traced to an understanding of human nature where each individual is a self-contained unit. Ethical reflection emphasized equality so much that friendship appeared hard to justify, as based on preferring one individual over another. This has not always been the case, since Greek and Medieval thinkers regarded friendship rather highly as indicating what is best in human nature and essential to happiness. We will try to understand why different cultural perspectives evaluate friendship in different ways.

Requirements:

Requirements: class summaries, term paper on one of the philosophers, midterm and final review. Class attendance and participation are an integral part of the course.

Readings:


Description:

The first half of the semester will be dedicated to a chronological reading of Freudian texts. We will examine (1) Freud's and Breuer's first formulation of the nature and etiology of hysteria (Studies on Hysteria), (2) Freud's groundbreaking work in dream interpretation and the nature of unconscious processes (The Interpretation of Dreams and Introductory Lectures on Psychoanalysis), (3) Freud's attempt to apply his novel theory of unconscious mechanisms to cultural anthropology as well as individual psychology (Totem and Taboo), and (4) the implications of the ongoing revisions in Freud's classification of the instincts (The Ego and the Id, Beyond the Pleasure Principle, Civilization and Its Discontents).

In the second half of the semester, we will survey the developments which have taken place in psychoanalytic theory and practice since Freud's day, including some of the more creative and philosophically fruitful readings of Freud. We will work with primary sources selected from the following: Anna Freud, Melanie Klein, David Winnicott, Herbert Marcuse, Paul Ricoeur, Jacques Lacan, Rene Girard, and Julia Kristeva.

Requirements:

Mid-term examination; five reflection papers--two pages, typed; final exam

Reading:

Sigmund Freud, selections from Studies on Hysteria, "Screen Memories" "The Psychical Mechanism of Forgetfulness," selections from Introductory Lectures on Psychoanalysis; Totem and Taboo; Mourning and Melancholia; Beyond the Pleasure Principle; Civilization and Its Discontents; Mass Psychology

Anna Freud, The Ego and The Mechanisms of Defense; articles, essays, or chapters by Klein, Winnicott, Marcuse, Lacan, and Girard
What is the mind? Some of history’s most profound thinkers have attempted to answer this question, yet the nature of the mind remains elusive and hotly debated in contemporary philosophy. Can the mysteries of conscious experience be reconciled with a naturalistic, scientific world view? Is the mind really just a kind of computer, a machine made of meat? In this course, we will investigate what Francis Crick has called the Astonishing Hypothesis??that "You," your joys and your sorrows, your memories and your ambitions, your sense of personal identity and free will, are in fact no more than the behavior of a vast assembly of nerve cells and their associated molecules.?
PHIL444801
THEO354801
TMCE711001  Buddhist Thought and Practice
John Makransky  T 2-4:25

Level 3 – Undergraduate Elective

Description:
A study of early, Southeast Asian, and East Asian Buddhist understandings, focusing on ways that Buddhist philosophy informs and is informed by practices of meditation, phenomenological investigation, ritual and ethical training. Students will be instructed in mindfulness exercises (awareness of mind and body) to inform our studies.

Requirements:
Weekly writing, three papers. Prerequisite: for undergrads, at least one prior course in philosophy or theology and a B+ or higher average in prior humanities (non-science) courses.
PHIL446901  What Can We Know About God?

Margaret Schatkin  Th 2-4:25

Level 1 – Undergraduate Elective

Description:

Exploration of the knowledge of God in Eastern Christian antiquity through classic texts of the fourth century A.D. Study of the development of the concept of God in Christian centers of Cappadocia and Antioch (then parts of the Eastern Roman Empire, now Turkey). The phenomenon of syncretism and the Silk Road: teachings of Mani and relations with Buddha and Zoroaster. We shall read Basil, Gregory of Nazianzus, Gregory of Nyssa, and John Chrysostom in English translations and try to develop a theological vocabulary of Greek Patristic terms (cf. Pelikan, “Glossary,” pp. 327-33). Our goals include:

To study carefully and accurately selected writings of Christian antiquity on the knowledge of God and the ways in which such knowledge was conceived and expressed in different cultural contexts.

To introduce students to the “Cappadocians” and St. John Chrysostom and show their unique contribution to the knowledge and revelation of God.

To promote critical thinking, within a historical framework, about whether and how we can know God from the perspective of these major theologians of Christian antiquity.

Requirements:

There are no prerequisites except interest in the subject and the willingness to read and to think. Regular attendance and participation; final exam; oral and written reports; term paper for graduate students

Readings:

All textbooks are on reserve in O’Neill Library and some are available in Boston College Bookstore. Also, the Nicene and Post-Nicene volumes are available on-line (www.ccel.org). There is also a course-pack which will be supplied on line for most of the readings.


PHIL4476  Classical Chinese Philosophy

Joseph Jiang, S.J.  T TH 1:30*

Level 1— Undergraduate Elective
Course fulfills Cultural Diversity core requirement.

This course is an introduction to Classical Chinese Philosophy and designed to introduce students to the major philosophical schools of classical China, including the Confucian, Mohist, Daoist, and Buddhist schools. Through lectures, discussions, and reading of select primary and secondary sources, we will explore the formulations and subsequent transformations of key beliefs, doctrines, practices, and institutions that characterized specific cultural, educational, spiritual and philosophical traditions.

PHIL449301      Bioethics: Issues/Healthcare
Marius Stan       M W 3*
Level 1 – Undergraduate Elective
Description:
Should doctors ever be allowed to help their patients die? How much healthcare are we entitled to receive? What, if anything, is wrong with cloning human beings? Is abortion morally wrong? May parents be allowed “designer babies”? What moral obligation do doctors have toward disadvantaged populations?

In this course, we will examine some philosophical answers to these pressing questions of modern societies. Topics include justice and health-care, stem-cell research, euthanasia, human cloning, abortion, ethical issues in public-health policy.

PHIL532701  New Testament Greek

THEO537201

Margaret Schatkin  T TH 10:30*

Level—Undergraduate/Graduate Elective
**Description:**

This introductory course is designed for students with no previous knowledge of Greek, to learn the basics of the original language of philosophy. It is an entry level course into ancient Greek, the language of Socrates, Plato, and Aristotle, through New Testament (Koinê) Greek, which is a simplified form of the Greek language spoken at the time of Christ. In this course students will encounter the Logos of philosophy is his most personal form and will gain acquaintance with the original language chosen to garb philosophy in its springtime. The knowledge gained from this two-semester course will serve you well in your future work in philosophy by providing essential vocabulary and aspects of classical thought embedded in the Greek New Testament, and showing the continuity of philosophy from Heraclitus to the present day. Finally, the etymological and grammatical knowledge you gain will assist you on the GRE’s!

**Requirements:**

Each student will be expected to attend class faithfully, to do the homework conscientiously, and to partake in class conversation enthusiastically. We will try to accomplish a lot in class. Greek vocabulary and grammar requires memorization and practice, which will be encouraged. There will be quizzes, tests, and a final exam.

**Readings:**


A prisoner at Auschwitz, Primo Levi unexpectedly recalled to mind Inferno 26, when Ulysses exhorts his tired crew: “Consider well your seed: / You were not born to live as a mere brute does, / But for the pursuit of knowledge and the good.” It was, writes Levi, “as if I also was hearing it for the first time: like the blast of a trumpet, like the voice of God. For a moment I forget who I am and where I am.”

The Divine Comedy may be read from many perspectives: it offers an almost encyclopedic presentation of medieval ethics, philosophy and theology, a strong political vision, and some of the most imaginative, stirring, and beautiful poetry ever written. The poem redefined literature and language in Italy, and perhaps throughout Europe. But how does the Divine Comedy engage us today both intellectually and spiritually?

The course will ponder the power of literature to give meaning to our lives across centuries and cultures, as well as the case that Dante carefully constructs for the exceptional meaning of his own life, which allows him to journey through the eternal realms.

Each class will be divided into two parts: the first part will be devoted to a lecture on a specific canto or group of cantos. The second part is an open discussion of your questions and responses to the fundamental issue at stake in the assigned cantos.


Requirements:

Each week all students will submit a 1-2 paragraph reflection on any aspect of the week's reading. It may be about the poetry and image/rhyme that Dante uses, it may be about an idea, it may be a personal reading/rejection of an idea, it may take the form of a question. You will submit your reflection to the class website by midnight on the Tuesday before class.

Writing Assignments: The first paper will be no more than 5 pages in length, and serves to ensure that you are fully aware of my expectations for an essay. This paper is a response to a close reading of the text. It is not a research paper. If for any reason a rewrite of the paper is required, you grade on the paper will be the average of the first and second versions of it.

Final Research Papers for undergraduate English, Theology and Philosophy credit should be in English and circa 10 pages in length; for undergraduate Italian credit, papers should be in
Italian and circa 8 pages in length. Papers for graduate credit should be 15 pages in length and may be written in English or Italian. All paper topics must be preapproved by the instructor, as indicated on the syllabus.

Final Exam: The exam will request paragraph-long discussions of a series of brief passages from the poem, which will be distributed well in advance.

Final Grade

Class Grade  15%*
First Paper   15%
Final Exam   30%
Final Paper  40%

*The Class Grade has two components: attendance and your weekly written reflections. This class only meets once a week, and if you have more than 2 unexcused absences, that is, absences without a note from a doctor or a dean, 5% will be deducted the Class grade for each additional missed class. If you miss more than two reflection submissions, there will be the same deduction.

Readings:

Micah Lott  

T TH 3*

Level 3 – Undergraduate/Graduate Elective

Description:

Is it possible to know - not just feel or believe - that certain things are right or wrong, good or bad? If so, how is moral knowledge similar to, or different, from scientific knowledge? And how do we acquire moral knowledge? This course addresses these questions, along with other related issues in moral epistemology. We will consider general approaches - e.g. intuitionism, constructivism, and skepticism. We will also focus on some specific topics, such as: Does persistent moral disagreement show that there is no moral knowledge? Is there such a thing as moral expertise?

PHIL551801  

Philosophy of Imagination
Richard Kearney

T TH 3*

Level 3— Undergraduate/Graduate Elective

Description:

Readings in the philosophy of imagination from ancient myth to post-modernity. Beginning with Biblical and Greek accounts of images and image-making, this course will explore three main paradigm shifts in the western history of imagination: (1) the ancient paradigm of the Mirror (Plato to Augustine); (2) the modern paradigm of the Lamp (Kant to Sartre); and (3) the postmodern paradigm of the circular Looking Glass (Lacan to Derrida). The course will conclude with a critical evaluation of the political and ethical functions of imagination in our contemporary civilization of cyber-fantasy, simulation, and spectacle.

Requirements:

Attendance, participation, final paper

Readings:

Jean-Paul Sartre, The Imaginary

Roland Barthes, Image, Music, Text

Richard Kearney, The Wake of Imagination

Other Readings be provided in class and on Library course reserve

PHIL552901

Metaphysics

Gary Gurtler, S.J.

T TH 10:30*
Level 3— Undergraduate/Graduate Elective

Description:
The course begins with classical modern philosophers. Their problems concern the relation of mind and body, the possibility of objective knowledge, and cause and effect. Their method is that of science, combining both empirical and logical elements. After these modern thinkers, giving our cultural assumptions, we turn to Ancient and Medieval philosophers. Their problems concern the relation of spirit and matter, the analogy of being and truth, and causal explanation. Their method is one of dialogue. With this different set of problems and method, we will be able to evaluate the relative strengths of these different philosophical positions.

Requirements:
Requirements: class summaries, short papers on each philosopher and midterm and final reviews. Class attendance and participation are an integral part of the course.

Readings:
Descartes, Meditations on First Philosophy (Hackett).
   ISBN 0-915144-57-3
Kant. Prolegomena to Any Future Metaphysics (Hackett).
Plato. Phaedrus (tr. Hackforth; Cambridge).
   ISBN 0-521-09703-7
Aristotle. Metaphysics (tr. Joe Sachs; Green Lion Press Pbk)
   ISBN 1-888009-03-9
Aquinas. On Being and Essence (PIMS)
Alexandre Kojève’s lectures on Hegel’s Phenomenology of Spirit, which he delivered at the École Nationale des Hautes Études between 1933 and 1939, mark a turning point in the history of French thought, and the emergence of an anthropology and ethics of “desire.” At stake, in that concept, and in the period that stretches between those lectures and the publication of Levinas’ Totality and Infinity in 1961, is nothing less than the meaning of human subjectivity. The aim of this course is to explore the evolution of that concept in that period, and the manner in which it became the battleground on which interrelated yet often opposed conceptions of human subjectivity were fought. The course will focus on the following schools of thought and individual thinkers: dialectic (Hegel, Kojève), psychoanalysis (Freud, Lacan), phenomenology (Husserl, Sartre, Levinas).
Description:

This Capstone course is designed for seniors who have taken PULSE. Using an approach based in disciplines as varied as architecture, literature, history and philosophy, it invites students to explore the ways that they might integrate their PULSE service and learning experiences into their post graduate choices.

Prerequisites:

PULSE: Person and Social Responsibility I & II; Seniors Only

Requirements:

Seminar leadership: Each week's seminar will be led by two of the students, working together to prepare, based on the question of how the reading for that week can be understood in relation to the theme of the course.

Four papers, including final exam

Brief weekly writing assignments on the readings

Readings:

Christian Norberg-Schulz, selections from Genius Loci; The Concept of Dwelling.

Martin Heidegger, Discourse on Thinking

Lorraine Hansberry, Raisin in the Sun

Andrew Delbanco, The Real American Dream

Tracy Kidder, House

Raymond Carver, “Cathedral"

William Shore, Cathedral Within

PHIL5556

Quest for Authenticity:

Lonergan’s Philosophy of Art

Brian J. Braman

M 6 30-9
Level 3 – Undergraduate/Graduate Elective

Description:

The concept of authenticity permeates the whole of artistic culture. For a work of art to be thought authentic it will be true to some higher standard, be it a normative understanding of beauty or the artist’s own personal vision. For Lonergan, what makes art authentic is its ability to communicate some ulterior significance or meaning through symbolic mediation of “the purely experiential pattern.” The purpose of this course will be to appropriate in a rich way Lonergan’s philosophy of art. But in order to do justice to this appropriation, we will first explore what other thinkers have had to say about the nature of art. Aquinas, Kant, Nietzsche and Heidegger will be some of the thinkers with whom we will begin our exploration of the philosophy of art.
Description:

Hannah Arendt and Martin Buber articulated faiths for a love of the world and for those who inhabit it. Their thought is foundational for a philosophy and theology of politics and of the persona.

Requirements:

1) An ongoing journal that gives student's reactions to readings and classroom discussions.
2) A term paper or equivalent on a course theme.

Readings:

Arendt, *The Origins of Totalitarianism*; The Human Condition and assorted essays

Buber, *The Martin Buber Reader, I and Thou, The Philosophy of Martin Buber*
Lewis wrote poetry, literary criticism, science fiction, fantasy, philosophy, theology, religion, literary history, epics, children's stories, historical novels, short stories, psychology, and politics. He was a rationalist and a romanticist, a classicist and an existentialist, a conservative and a radical, a pagan and a Christian. No writer of our century had more strings to his bow, and no one excels him at once in clarity, in moral force, and in imagination: the true, the good, and the beautiful. We will consider a sampling of Lewis' fiction and non-fiction.

Let me begin on a personal note: I have learned more from C.S. Lewis than from any other writer. In reading everything I could get my hands on (some 30-40 published titles) I came to appreciate both his value as an author and the value of a course that studies a single such commodious mind in depth (a thing 'survey' courses miss).

But why Lewis? Why do so many, like me, find him valuable and fascinating? (1) Because of his unique variety: a master of essays, poetry, theology, autobiography, science fiction, fantasy, philosophy, practical psychology, children's stories, literary criticism, literary history, religious psychology, apologetics, historical novel, debate, educational philosophy, and many other unclassifiable things; (2) because of his unique blend of "the true, the good and the beautiful," "rationalism, religion, and romanticism" (all three labels subtly misleading), clarity, faith and imagination, the ability to move the intellect, will and emotions--no one excels him in all three departments at once; (3) because for so many people he makes New Testament Christianity intellectually respectable, daily livable and above all imaginatively attractive and interesting; (4) and most of all for an almost indefinable quality about everything he wrote: a combination of wonder, joy, surprise, the shock of recognition, the sharp, bracing challenge of waking up, and the demand for simple, uncompromising honesty with a delightful yet uncomfortable absence of vagueness and abstraction.

We will read a sampling from his many works, emphasizing the fiction, the philosophy, and the religion. Opportunity to branch out into his literary criticism and other areas will be offered on an individual basis.

Requirements: mid-semester and final; optional extra-credit essays or papers.


### Description:

**PHIL558601**

**Platonic Dialogues**

Marina McCoy  
M 1-3:20

Level 3 – Undergraduate/Graduate Elective

**Description:**
In Platonic dialogues, we will focus on three ethical dialogues: Meno, Protagoras, and Symposium. The first two concentrate on the nature of virtue/excellence and the last examines how love and contemplation, as well as virtue, are central to a life well lived.

Our reading of the texts will be a slow and careful reading of these dialogues arguments with attention to the philosophical relevance of their literary form. Open to undergraduate and graduate students.

We will work with English translations of the text but Greek versions suited to beginning Greek students will also be available in the bookstore as optional supplementary material for advanced undergraduate or graduate students.
An introduction to the central themes from contemporary history and philosophy of science. Topics to be discussed include the classic and contemporary problems of demarcation, explanation, confirmation, laws of nature, inter-theoretic reduction, social and historical critiques of neo-positivism, and the realism-antirealism debate. We will examine philosophical perspectives sometimes thought to be closely associated with science including empiricism, pragmatism, naturalism, and physicalism. We will also discuss a number of other issues, including questions about objectivity and the role of values in science, about the methods, scope, and limits of science, and about whether science provides anything like a worldview.

Readings:


Description:

Department Permission Required -- from the Theology department

This course examines legal and ethical issues in medicine. It is designed so that students take an ethical position on difficult or emerging issues in medicine, such as appropriate care of seriously ill newborns, new forms of reproduction, and proposals for health care reform. The student is expected to provide a principled rationale for the position. The goal is to have the students think, be prepared to recognize inadequacies or difficulties in their position, modify it if necessary, and ultimately arrive at a thought-through and principled position. A Socratic method is used to achieve that goal.

PHIL668601 Making Memory
Richard Kearney W 6-8 & W 8-10 p.m.
Level 3 – Undergraduate/Graduate Elective
Description:
This interdisciplinary seminar deals with the question of memory as an overlapping of history and fiction. It critically explores such themes as trauma and recovery, myth and memorial, narrative imagination and truth. The readings include Aristotle’s Poetics, Ricoeur’s Memory, History and Forgetting, Freud’s Mourning and Melancholy and Judith Harmon’s Trauma and Recovery.

The course is co-taught with Robert Savage of History and Sheila Gallagher of Fine Arts and will have a special focus on the 2016 centenary commemoration of the 1916 Rising in Ireland. The seminar will comprise a mixture of 12 students from each of the three disciplines – Philosophy, History and Art.

Requirements:
Seminar participation and final research paper

Readings:
Aristotle Poetics,
Paul Ricoeur Memory, History and Forgetting
Sigmund Freud, ‘Mourning and Melancholy’ and ‘Screen Memory’
Judith Harmon, Trauma and Recovery
Richard Kearney, ‘The Ethics of Remembrance’, ‘Myth and Martyrdom’ and ‘Memory in Irish Culture’.

Detailed list of readings to be provided in class and available on Course Reserve.

PHIL6633 Hermeneutics of the Christian Life
Jeffrey Bloechl W 1-3:25
Level 3 – Undergraduate/Graduate Elective
Description:
The course will proceed in four parts. 1. Methodological clarification and concentration on the question of a phenomenality proper to Christian life; 2. Hermeneutical phenomenology of faith; 3. Hermeneutical phenomenology of hope; 4. Hermeneutical phenomenology of love. A range of philosophical and theological texts will be studied (Heidegger, Augustine, Marion, Rahner, etc.).

Requirements:

Core and at least one philosophy elective completed

PHIL6629 Value Theory

Jorge Garcia M W 3*

Level 3 – Undergraduate/Graduate Elective

Description:
The course examines proposals about the nature, types, levels, and sources of value.

Readings:

PHIL6670
SOCY6670
CSC12267
William Griffith
Technology and Culture
T 4:30-6:50
Level 3— Undergraduate/Graduate Elective

Description:

This interdisciplinary course will first investigate the social, political, psychological, ethical and spiritual aspects of the Western cultural development with a special emphasis on scientific and technological metaphors and narratives from the Greeks to the present. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, quality of the lifeworld and on the emergent meanings for the terms "citizen" and "ethics" in our so-called post-modern society.

PHIL7707  Habermas: Law and Politics
David Rasmussen  W 4:30-6:50
Level -Graduate Elective
Description:
Between Facts and Norms, the extraordinary recent work by Jürgen Habermas, is thought by some to be one of the most comprehensive works in political philosophy and law in recent decades. The book with its original thesis about the co-relation between private and public autonomy can be read in the great tradition of the philosophy of law inaugurated by Kant and continued by Fichte, Hegel and Weber. In recent times Habermas has written essays on religion and politics, globalization and human rights, cosmopolitanism and international law. In this seminar we will read key chapters of Between Facts and Norms and explore the significant more recent writings of Habermas on law and politics.

Requirements:

A research paper on a topic relevant to the course and selected with the approval of the professor will be due at the end of the semester. Course attendance is mandatory. Class participation is expected. Presentations will be possible.

Readings:

We will study how Neo-Platonism and Aristotelism dialogued, argued, merged, parted in medieval metaphysics, especially in Aquinas's, Scotus's and Ockham's thought, during the 13th and 14th centuries. We will analyze fundamental concepts such as participation, causality, creation, being, essence and existence, form and matter, substance and accident, etc. The class is especially designed for giving graduate students a strong and in-depth presentation of medieval thought, an essential moment of the development of western philosophy.

**Requirements:**

Class participation; final research paper.

**Readings:**


For other texts, photocopies will be provided.

The students will have to (re)read by themselves Aristotle's Metaphysics VII and Porphyry's Isagoge.
This course will look at how philosophers from Aristotle to Kant have understood the emotions and appetites, their relationship to the body, to reason, and to the moral life. We will read the works of Aristotle, the Stoics, Aquinas, Montaigne, Descartes, Spinoza, Hobbes, Hume, and Kant with an eye both to the way their accounts of the emotions fit into their larger philosophical views and tracing the transformation of the view of human emotional life from Ancient/Medieval period to Modernity.

PHIL773101
Michael Foucault
James Bernauer, S.J.
W 4-6:20
Level - Graduate Elective

Description:
A graduate seminar on "Michael Foucault."

Requirements:
Seminar participation and term paper.

**Readings:**

Readings from the major works of Foucault in the light of student interest.

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**PHIL8806**

**Deleuze: Image and Genesis of Thought**

**Miguel de Beistegui**

**TBD**

**Level - Graduate**

**Description:**

The aim of this seminar is to provide a way into Gilles Deleuze’s magnum opus, Difference and Repetition (1968), through a close reading of its third chapter (“The Image of Thought”). As a way of approaching that complex chapter, however, and introducing some of Deleuze’s key concepts, we’ll
begin by reading a number of shorter texts, from his early review of Jean Hyppolite’s Logique et existence to his studies on Bergson, Nietzsche, Kant, Proust, and Plato. Students will be expected to give presentations of selected passages and report on previous seminars.

PHIL8820  Hegel/Kierkegaard/Blondel
Oliva Blanchette  W 4:30-6:50
Level –Graduate Elective
Description:
Reason and religion converge in the question of how we relate to the true Infinite. We will examine how the problem of the Infinite arises in our consciousness according to these authors, how we try to resolve it immanently, and how it has to give way to a solution of
absolute transcendence. We shall explore not only how these three authors converge around
the question of the Infinite but also how they diverge radically in handling the question as it
affects the relation between reason and Christian faith-based religion.

Requirements:

class presentation on author of choice
research term paper
final oral examination

Readings:

Hegel:  *Faith and Knowledge*
  *Phenomenology of Spirit* (selected parts)
Kierkegaard:  *Fear and Trembling*
  *Concluding Unscientific Postscript* (selected parts)
Blondel:  *Action* (1893) (selected parts)
  *Letter on Apologetics & History and Dogma*

PHIL8823  Heidegger: Question Truth
John Sallis  T 4:30-6:50
Level – Graduate Elective

Description:

Heidegger’s reflections on the essence of truth are central to his thought and contribute
fundamentally to his analyses of language, technology, art, and history. This course will trace
the development of Heidegger’s concept of truth from *Being and Time* (and the lectures related
to it), through the seminal essay “On the Essence of Truth,” to such later texts as *Contributions to Philosophy* and “The End of Philosophy and the Task of Thinking.” Attention will also be given to the implications that Heidegger’s rethinking of the essence of truth has for other major themes in his work.

**Requirements:**

Term Paper

**Readings:**


**PHIL8871**

**Aquinas: Summa Theologiae**

**Peter Kreeft**

**T TH 1:30**

**Level – Graduate Elective**

**Description:**

Investigation into Thomistic metaphysics (1) in St. Thomas himself and (2) in light of contemporary movements especially in phenomenology and existentialism, and (3) its radical consequences in epistemology, anthropology, and ethics.
Prerequisites:
Familiarity with Aristotelian logic and philosophy (suggested minimum: Mortimer Adler, *Aristotle for Everybody*) and the major figures in the history of philosophy.

Requirements:

to be chosen by the class: seminar papers, take-home exam, supervised term papers, or other. This class is designed as a seminar; active participation and discussion is expected of all.

Readings:

*Summa of the Summa* (edited version of the *Summa*'s philosophically important passages).  
*The Elements of Christian Philosophy* by Etienne Gilson (exposition of Thomistic philosophy following the order of the *Summa*).  
*Saint Thomas Aquinas, the Dumb Ox* by G.K. Chesterton (lively biography which the best Thomistic scholars have all called the best book ever written about St. Thomas).  
*The One and the Many* by W. Norris Clarke, S.J. (the signature themes of Thomistic metaphysics related to modern philosophy, especially phenomenology, existentialism, and philosophy of science).  
*Person and Being* by W. Norris Clarke, S.J. (call for a synthesis of Thomistic metaphysics and modern Personalism)