PL 193 01  Chinese Classical Philosophy

Francis Soo

TTh @ 10:30*

Level 1

Satisfies Cultural Diversity Core Requirement

Starting from the general introduction to Chinese philosophy as a whole, the course will focus on three of the most important philosophical schools: Confucianism, Taoism, and Buddhism. Emphasizing social harmony and order, Confucianism deals mainly with human relationships and human virtues. Centered on the harmony between nature, man and society, Taoism teaches the most natural way to achieve this harmony, Tao. Synthesized as soon as it arrived in China, Buddhism reveals that the ultimate reality both transcends all being, names, and forms and remains empty and quiet in its nature.

PL 205 01  Housing: A Guide for the Perplexed

Harry Gottschalk

W 3-5

Level 1

This course is an in-depth analysis of urban housing conditions that views housing sites within the city and involves research into the causes of historical, architectural, governmental, financial and neighborhood action to maintain and/or create alleviation of the deepening housing crisis in our society.

Requirements: A reflection paper is required on each lecture and class discussion, which will be due the following class. A final paper will be required at the termination of the semester. There will be a tour of the city of Boston neighborhoods for all the students at the close of this course.

Readings: Jacobs, Jane, The Death and Life of Great American Cities; Doxiadis, C.A., Anthropolis: City for Human Development; Sennett, Richard, The Uses of Disorder

PL 233 01  Values in Social Services and Health Care

David Manzo

Th 4:30-7
"But you know, there are no children here. They've seen too much to be children."
LaJoe Rivers, *There Are No Children Here*

"Homelessness in America begins at home."
Kathleen Hirsch, *Songs From the Alley*

"When a patient thinks his or her doctor is wrong and insists on a different, perhaps unwise, course of treatment, what should a physician do?"
Fred Friendly, *Ethics in America*

"We can degrade people by caring for them; and we can degrade people by not caring for them."
Steven Marcus, *Doing Good*

"That's not fair!"
 Probably your first moral judgment, Age 3

Through readings, lectures, discussions, and written work, we will pursue some of the questions raised by the facts, philosophies, and statements listed above. We hope to do more, too. Among the objectives for Values in Social Services and Health Care are: to communicate understanding of the health care and social services delivery system; to explore ethical problems of allocations of limited resources, regulations, experimentation, the press, the homeless, the provider-patient relationship, and the responsibility for the dependent person; to consider possibilities for positive changes in the social service and health care system.

**Requirements:** PULSE Students: Field Placement 40%, Journal 15%, Exam 30%, Class Participation, Discussion Group 15%. Non-PULSE Students: Final Paper 45%, Presentation of Final Paper, Exam 35%, Class Participation, Discussion Group 15%

**Readings:** *Doing Good: The Limits of Benevolence*, Willard Gaylin, et. al; *There Are No Children Here*, Alex Kotlowitz; *Songs From the Alley*, Kathleen Hirsch; *Ethics in America, Source Reader*, Lisa H. Newton; *Ethics in America, Study Guide*, LisaH. Newton. Selected readings will be distributed in class.

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**PL 259 01 Perspectives on War and Aggression**

Rein Uritam

**TTh @ 10:30**

Level 1

This course is the result of work by faculty and students interested in developing an interdisciplinary approach to the study of Peace and War at Boston College. The Boston College Program for Study of Peace and War sponsors this course as its introductory offering in Peace Studies at the university. This course is centered around analyses of the causes of war and conflict in contemporary society.

**Requirements:** take-home mid-term examination; conventional final examination

**Reading:** David P. Barash, *Approaches to Peace*; Brian E. Fogarty, *Peace and the Social Order*

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**PL 264 01 Logic**

Stuart Martin
Logic is the science of correct reasoning. The study of this science aims at perfecting the students practical ability for critical analysis and precise argumentation. This course will emphasize the elements of traditional logic but will also introduce the student to the field of modern symbolic notation.

Requirements: Working exercises are supplied for each unit of study, and class participation is encouraged. There will be two tests during the semester as well as a final examination.

Readings: Robert J. Kreyche, *Logic for Undergraduates*

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**PL 264 02 Logic**

Thomas Hibbs

MWF @ 12

Level 1

An introduction to symbolic logic with some attention given to informal fallacies and syllogistic reasoning.

Requirements: 4 exams, regular homework assignments, and occasional quizzes

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**PL 264 03 Logic**

Debby Hutchins

MWF @ 2

Level 1

The purpose of this course is to give students a comprehensive introduction to modern propositional and predicate logic. Topics covered includes: validity, soundness, practical applications of logic, and direct and indirect truth tables. Upon completion of the courses, the student will be able to recognize and identify standard argument forms and to construct propositional predicate.

Requirements: There will be three exams. The final will not be cumulative, but will presuppose work done in the first part of the course.

Readings: Patrick J. Hurley, *A Concise Introduction to Logic*

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**PL 268 01 History and Development of Racism**

Cross Listed with BK 268/SC 268

Horace Seldon
PL 275 01  Philosophy in Literature

Peter Kreeft

TTh @ 1:30

Level 1

Exploration of such philosophical themes as self-identity, happiness, death, morality, love, truth, fate, God, friendship, violence, hope, and community in two great epics of very diverse form yet surprisingly similar content: Tolkien's, *The Lord of the Rings* (recently voted the greatest book of the 20th century by two worldwide polls) and Dostoyevsky's, *The Brothers Karamazov* (recently selected the greatest novel ever written by a Time magazine poll of living writers).

Requirements: mid-semester and final; original essays recommended for extra credit

Readings: Dostoyevski, *The Brothers Karamazov*; Tolkien, *The Lord of the Rings*

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PL 291 01  Philosophy of Community I

David McMenamin

T 4:30-6:15

Level 1

Prerequisites: Limited to members of the PULSE Council

This is the second half of a year-long seminar in which we will study the community, its structure, power and change. The dynamics of community will be examined by sharing impressions and insights with various teachers and community workers. Specific theoretical models of analysis will be studied and critiqued. The purpose of the course is to begin developing new approaches for learning about social change and for building new visions for the direction that a PULSE student's responsibility toward social change might take.
PL 312 01 Nihilism and Pop Culture

Thomas Hibbs

MWF @ 10

Level 1

The course will alternate between reading philosophical and literary treatments of nihilism and an analysis of contemporary film, TV, and music. The task is to determine what nihilism is, to what extent and in what ways nihilism is operative in our popular culture, and what resources, if any, there are to overcome it.

Requirements: mid-term, final, and a few short papers

Readings: Will be selected from among the following authors: Hannah Arendt, Ellison, John Paul II, Nietzsche, Walker Percy, Tocqueville, and Cornell West.

PL 313 01 Angels and Demons

Peter Kreeft

TTh @ 10:30

Level 1

A serious philosophical study of the questions of the reality of the supernatural, miracles, angels, demons, exorcisms, Heaven and Hell. A serious, logical, and objective philosophical and theological study of the evidences (or reasons) and the consequences (or corollaries) of these spectacular and important ingredients in the premodern world view which no longer form an operative part of the modern one.

Requirements: mid-semester and final; optional extra-credit original essays recommended.

Readings: C. S. Lewis, Miracles, The Great Divorce, The Screwtape Letters; Mortimer Adler, The Angels and Us; Joan Webster Anderson, Where Angels Walk; William Peter Blatty, The Exorcist; Peter Kreeft, Angels and Demons; Charles Williams, Descent Into Hell

PL 338 01 Heidegger Project I

Thomas Owens

TTh @ 1:30

Level 1

This is a course designed to allow undergraduates an opportunity to work closely with some major texts of Martin Heidegger, one of the leading twentieth-century philosophers. Students will be expected to participate in assessing Heidegger's relevance to contemporary issues and in developing their own philosophical views vis-à-vis Heidegger's.
Some knowledge of traditional philosophy (e.g. Aristotle, Descartes, etc.) would be helpful, but is not an absolute prerequisite.

**Requirements:** Class presentations and oral examination.

**Readings:** *Being and Time* by Martin Heidegger, translated by Macquarrie and Robinson, Harper & Co.

N.B. This is the only translation usable in this class. The Joan Stambaugh version is not.

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**PL 346 01 Survey of 20th Century Ethics**

Jorge Garcia

TTh @ 12

Level 1

Using lectures and discussion, this course explores some of the principal philosophical works and movements on the language, epistemology, and ontology of morals as discussed especially by British and American writers of the last century. Articles and chapters from such thinkers as Moore, Russell, Prichard, Ross, Stevenson, Ayer, Hare, Geach, Foot, Harman, Rawls, Scanlon, and Thomson will be treated.

**Requirements:** Assignments include two take-home examinations.

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**PL 392 01 & 02 God and Science: Developing Spiritualities for the 21st Century**

Ronald Anderson, S.J.

Section 01  TTh @ 10:30
Section 02  TTh @ 1:30

Level 1

We live in an age of dramatic scientific discoveries with deep implications for religious perspectives on the world and human existence. This intent of this course is to explore ways in which these discoveries can provide new perspectives and contexts for thinking about human existence and its place in nature as well as God's nature and relationship to and action in the world. Three areas within contemporary science will concern us: the origin and evolution of the universe, the evolution of life on earth, and the functioning of the human brain and its role in generating consciousness. These explorations will be the context for considering ways in which human existence can acquire a religious meaning that is structured by and in full accord with the features of the world as revealed by science. The quest for such a meaning is in essence the project of developing a spiritual vision of the universe and our place within it, a vision replete with consequences for action.

The topics in the course lie in the general area of well-established studies on the nature and history of the interaction between science and religion but with a focus on the growing number of recent studies of this interaction. The spiritual traditions we will engage with in the course are Christianity and Buddhism (to a lesser extent) as the latter is represented by a tradition that has become known in the U.S. as Insight Meditation.

No particular prior knowledge of the scientific fields considered will be required.
Requirements: A series of short informal 1-2 page reflection papers due each week; a mid-term exercise consisting of a review of articles from journals devoted to science and religion topics; a final written assignment consisting of three short essays.


Further details at: http://www2.bc.edu/~anderso/courses/gs.html

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PL 405 01 Greek Philosophy

John Cleary

MWF @ 1

Level 1

This course will explore the history of ancient Greek philosophy from the 6th to 4th centuries B.C. with particular attention to Plato and Aristotle. It will trace the emergence of natural philosophy with the Milesians, the beginnings of metaphysics with Heraclitus and Parmenides, along with the stirrings of political reflection among the Sophists. Finally, it will consider these seeds as coming to fruition in the multifaceted dialogues of Plato and the complex treatises of Aristotle, both of whom laid the groundwork for the subsequent development of philosophy. Thus the course will provide the student with a comprehensive grounding in Greek philosophy that will lay foundations for further study in the history of philosophy.

Requirements: Active class participation, including brief presentations; mid-term and final examinations (essay questions); 1 research paper (10 pages approx.)

Readings: S. Marc Cohen, P. Curd, and C.D.C. Reeve (eds.); Readings in Ancient Greek Philosophy: From Thales to Aristotle (Hackett)

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PL 406 01 Modern Philosophy

Robert Miner

MWF @ 2

Level 1

This course in modern philosophy will not pit the unreal abstractions of "rationalism" and "empiricism" against one another. Its approach, rather, is to understand modern philosophy as a series of problems and debates that grow out of the Scientific Revolution. We will begin near the beginning, with Galileo and Bacon, asking just what the Scientific Revolution is and what it is revolting against. Then we will take up three debates that arise for heirs of the revolution. These are: (1) Are there two substances, thought and extension, or only one? Here the authors to be read are Descartes and Spinoza; (2) Do the methods and presuppositions of scientific inquiry confirm the view that we bring ideas of our own to investigations of nature, or do they force upon us the belief that all of our concepts are acquired from the outside through "experience"? Here the authors to be read are Locke and Leibniz; (3) If the world is what the new science says it is, what happens to "traditional" concepts that fit uneasily into this
disenchanted world, if they fit at all? Two such concepts are God and moral obligation. On God, we will read
Leibniz, Pascal and Hume. On moral obligation, we will consider Hobbes and Kant.

If followed diligently, the result of the course will be to give students a sense of the sweep and salient concerns of
modern European thought.

This course is not restricted to philosophy majors. Serious students in other disciplines are welcome. Majors in the
natural sciences, history, English, foreign languages, political science, and theology are likely to find, in
proportion to their acuity, issues relevant to their own fields addressed by the course.

Requirements: Two papers, two exams, class attendance and participation in discussion.

Readings: Galileo, The Assayer; Bacon, Novum Organum; Descartes, Principles of Philosophy; Spinoza, Ethics;
Locke, Essay Concerning Human Understanding; Leibniz, New Essays Concerning Human Understanding;
Pascal, Pensees; Hume, Dialogues on Natural Religion; Hobbes, Leviathan; Kant, Foundations of the Metaphysics of
Morals

PL 429 01 Freud and Philosophy
Vanessa Rumble

TTh @ 12

Level 1

A reading of Freud's principal works will show how psychoanalytic theory has altered our self-understanding. The
interpretation of dreams and pathological behavior leads to new theories of symbolic expression in work, play, humor
and art. The analysis of sexuality culminates in controversial views on guilt, violence, the status of women, and religious
faith.

PL 434 01 & 02 Capstone: Ethics in the Professions
Richard Spinello

UN 508 01 & UN 508 02

Section 01 T 4:30-6:45
Section 02 Th 4:30-6:45

Level 1

This course deals with two distinct but complementary approaches to ethics. It will consider programmatic moral
analysis which involves working through and resolving vexing moral dilemmas that arise in four major professions: law,
business, journalism, and medicine. For example, we will explore cases that raise controversial questions such as the
following: How can the media balance the right to privacy with the public's right to know? Is the lawyer in the
adversary system a pure legal advocate or a moral agent? What are the limits of zealous advocacy? When is it
legitimate to restrict patient autonomy? Should physician-assisted suicide be legalized? Is there a prima facie right to
privacy in the workplace?
In addition to this sort of analysis, the course also seeks to provoke the moral imagination by raising larger moral questions—how do you hold on to your spiritual and religious values in a competitive, secular society? How do you strike the right balance between career obligations and obligations to one’s family and friends? What happens when you compromise certain moral principles? Is virtue really its own reward? We will rely on a philosophical essay, a movie, and several short readings as a basis for discussing these issues.

**Requirements:** reflection papers and case analyses; final exam

**Readings:** *The Consolation of Philosophy* (Boethius); *Case Studies in Information Ethics* (Spinello); *Package of cases and readings* (available at BC Bookstore)

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**PL 455 01  Kierkegaard and Nietzsche**

Stuart Martin

**MWF @ 2**

**Level 1**

Kierkegaard and Nietzsche are two of the most important thinkers of the nineteenth century, as well as powerful influences on modern-day society. This course will study their lives and the dominant themes of their teaching along the lines of Christian belief and Atheistic Humanist. The class will include lectures, student reports, and analyses of some of Kierkegaard's and Nietzsche's most revealing and influential writings.

**Requirements:** Two conference reports, one paper, two tests during the semester, a final examination.

**Readings:** Class notes prepared by the teacher. Friedrich Nietzsche: *The Portable Nietzsche*, Soren Kierkegaard: *Fear and Trembling*, *The Sickness Unto Death*.

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**PL 474 01  Laughter, Humor and Satire**

Gerard O'Brien, S.J.

**MWF @ 1**

**Level 1**

This course involves studying a considerable sampling of the great works of satire and comedy from all ages, from the ancient Greeks to the contemporary period. The focus is on what light philosophy throws on the nature of humor and satire and what satire and laughter tell us about ourselves as wondering, rational, risible animals. The views of Kant, Bergson, Chesterton and others will be discussed in some detail, but there will also be an attempt to appreciate each work of art in its individuality, and the personal perspective each one brings to his/her appreciation.

**Requirements:** one course paper, one final exam, short written and oral class presentations

PL 482 01 Political Philosophy from Hobbes to Hegel

Jacques Taminiaux

TTh @ 3 & W 4:30-6:15

Level 1

Through an analysis of the basic political concepts of major thinkers like Hobbes, Spinoza, Locke, Rousseau, Kant, and Hegel, this lecture course aims at an introduction--both historical and philosophical--to current issues like technocracy, consumerism, the private and the public, political judgment, freedom of expression, etc.

Requirements: A willingness to read, and interest in the historical roots of our world.


PL 500 01 Philosophy of Law

David Rasmussen

TTh @ 1:30

Level 3

This course is intended for both pre-law students and those interested in the contemporary interface of philosophy, politics, and law. The course will cover the following four topics: (2) a brief overview of the history of interrelation between law and philosophy (Hobbes, Rousseau, Kant, and Hegel); (2) constitutional legal theory (Dworkin, Ackerman, Michelman, Hart); (3) critical legal studies (David Kennedy, Duncan Kennedy, and Roberto Unger); (4) law and violence (Nietzsche, Derrida, Foucault, and Rorty).

The course is intended both to provide an overview of these various positions and to enable students to take a critical stance toward current debates.

PL 511 01 Scientific Search for New Understanding

Brian Braman

MW @ 4:30

Level 3

A True liberal arts education is grounded in both the humanities and science. This course will introduce students to one of these two main pursuits; namely, science. We will combine core elements of Science and Mathematics in order to help us reflect upon the set of assumptions embodied in the work of mathematicians and natural scientists. We will be concerned with these assumptions as they regard the kind of intelligibility the world does or does not possess.
The approach to the class will be historical. We will read important texts in the history of math and science so that we can gain a greater appreciation of the changes that have taken place in scientific understanding.

**Requirements:** mid-term, final, 2 observation papers, 3-4 page papers

**Readings:** photocopied reader

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**PL 524 01 Ethics: An Introduction**

Arthur Madigan, S.J.

**MWF @ 1**

**Level 3**

Ethics, properly understood, is a practical discipline, i.e., an intellectually rigorous study with implications for personal and social life. This course will introduce students to the standard issues of contemporary Anglo-American ethics, but also to a broader selection of issues addressed in classical and contemporary philosophy. The goal is to develop a more adequate understanding of what it means to be practically reasonable, and of how practical reasonableness can be embodied in personal and social life.

**Requirements:** careful study of assigned readings (the three books listed below, plus a number of briefer selections from classical and contemporary sources); active participation in class discussions; the written assignments listed below under Grading Formula:

- 10% Critical analysis of an ethical argument (3-5 pages).
- 40% Precis and critical analysis of a book in ethics (list to be distributed) (8-10 pages).
- 40% Final examination (short answers and essays).

Grades may be adjusted to reflect class participation.


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**PL 528 01 Metaphysics**

Gary Gurtler, S.J.

**MW @ 3**

**Level 3**

The course begins with the classical modern problems and method in metaphysics. The problems concern the relation of mind and body, the possibility of objective knowledge, and cause and effect. The method is that of science, combining both empirical and logical elements. This position continues to have strong influence in contemporary Western culture, especially as challenging whether metaphysics is possible at all. After examining these
modern thinkers, which give the assumptions of our own culture, we will turn to an examination of 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, including both other philosophers and the world itself. With this different set of problems and method, we will be able to evaluate the relativestrengths of these different philosophical positions.

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


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**PL 529 01 Philosophy of Action**

Oliva Blanchette

MW @ 4:30

Level 1

A study of the concrete approach to transcendence through human action as found in Maurice Blondel's science of practice and its relation to practical science. The course will insist especially on the point of departure for this transcendence in human experience, the way it encompasses the entire universe of action, and the ultimate option it places before us in the face of the totally transcendent Being to say "yes" with God or to use the power He gives us to say "no" to Him.

**Requirements:** participation in lecture/discussion sessions, reflection papers, final oral examination


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**PL 562 01 Art and Its Significance**

Ingrid Scheibler

TTh @ 12

Level 3

This course will look at the relation between philosophy and art from a number of perspectives. We will consider a range of philosophers' views on the function and value of art (illusion, imitation, delight, instruction) and some recent systematic theories which look more closely at the nature of art itself. We will also use the writings and manifestoes of artists themselves to illuminate questions about the interpretation of works of art and their ontological status.

**Requirements:** Undergraduates: midterm & final exam, paper. Graduates: research paper

PL 593 01 Philosophy of Science

Ronald Anderson, S.J.

T 4:30-7

Level 3

The intent of this course is to provide an introduction to the main themes, movements, and thinkers of 20th century philosophy of science. The important role for the history of science in understanding the nature of science will be explored as well as the recent studies of science that examine the roles of cultural, gender, and social factors and experimental practices in the formation of scientific knowledge. One of the underlying projects of the course will be to explore the reasons why the enterprise of science is remarkably successful in providing us with reliable knowledge of the world.

Requirements: A short informal commentary (1-2) on the readings due for each topic; a mid-term, consisting of a review of 1 or 2 contemporary articles in a philosophy of science journal that touch on the themes of the course; a final written assignment consisting of three short essays based on issues that have emerged during the class.

Readings:  A.F. Chalmers, "What is This Thing Called Science?" (3rd edition, 1999); A coursepack of readings. Further details at: http://www2.bc.edu/~anderso/courses/ps.html

PL 595 01 Kant's Critique

Ronald Tacelli, S.J.

MW @ 3

Level 3

Prerequisite: PL 070-071 or equivalent

This course is an analysis of the major theme of Kant's philosophy as expressed in his first critique, including a study of its antecedents and consequences in the history of philosophy.

PL 620 01 Aristotle's Politics

John Cleary

MW @ 3

Level 3

This course will involve a careful reading of Aristotle's Politics from two different but related perspectives. First, from the ancient perspective, we will study it as a paradigmatic text for the tradition of Greek political thought, which includes not only Plato and Thucydides but the whole Sophistic tradition of reflection on mankind within the polis. Secondly, from our unavoidable modern perspective, we will examine Aristotle's views on such questions as justice, rights, and slavery. As a point of departure, we will use the modern debate between liberalism and
communitarianism in order to reorient ourselves for the very different approach to politics within the context of the Greek polis.

**Requirements:** 1 assigned mid-term paper (10 pages approx.); 1 research paper (20 pages approx.)

**Reading:** Aristotle's *Politics* (tr. C.D.C. Reeve), Hackett (paperback), 1998

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**PL 649 01 Philosophy of Being I**

Oliva Blanchette

MW @ 3

Level 3

After metaphysics, there remains the task of thinking being. There is no true deconstruction without a reconstruction. Starting from a deconstruction of the metaphysical tradition, this course will attempt a systematic reconstruction in the philosophy of being. It will begin with a re-opening of the question of being, leading into a discussion of the analogy and the transcendental properties of being as a way into an understanding of the structure of being as it presents itself in experience.

**Requirements:** regular class participation, 2 or 3 reflection papers, term paper based on individualized reading, final oral exam.

**Readings:** lecture notes, individualized reading list for each student

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**PL 686 01 City As Political Forum**

Pierre Manent

MWF 4-6

Level 3

Description not available at this time.

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**PL 710 01 Nations, States, Republics**

Richard Kearney

W 6:15-8

Level - Graduate

This course will explore the philosophical genesis and genealogy of our modern understanding of nations and nationalisms. Beginning with Cicero's *Res Publica*, it will trace the evolution of the respective concepts of nation, state and republic up to their modern reformulation in the French, American and Irish Revolutions. There will be
special focus on the political themes of sovereignty outlined by Kant and Rousseau. It will conclude with a discussion of the contemporary debate on nationalism-cosmopolitanism featuring such thinkers as Ricoeur, Arendt, Habermas, Derrida and Kristeva.

Requirements and Readings: will be distributed in class.

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**PL 716 01 Philosophical Debate**

Peter Kreeft

T 3-5

Level - Graduate

This is a seminar in which students prepare, and the professor moderates, formal debates on 12 controversial issues they have chosen from the history of philosophy, using a modified version of the medieval "Scholastic Disputation," confining all terminology to mutually agreed and defined terms, all arguments to those that serve to prove or disprove the single thesis under debate, and all retorts to finding an ambiguous term, a false premise, or a logical fallacy. These "confinements" will be found to be artificial at first (like all technique and technologies), but eventually freeing and empowering. They will be found to be surprisingly difficult and surpassingly rewarding.

Medieval "Scholastic Disputations" did not just "happen" or "evolve"; they were created by a deliberate contract to adhere to the strictures of Aristotelian logic in enacting Socratic dialectic. These debates were as popular among both students and magisters than as Monday Night Football is now. Each "article" in a Summa is an abbreviated summary of such a debate, and a "Disputed Question" is a longer one. I see no reason why, if the same contractual choice is made today, without the long, Latin formalisms, this would not transform our "bull sessions," which only "air opinions" and get nowhere, into exercises of real progress in clarifying, demonstrating, and even convincing.

I have never heard of such a course. Despite all the attention to method since Descartes, surprisingly little practical attention has been paid to the art of live argument. Perhaps this is because today philosophers argue in private with a piece of paper that cannot talk back, rather than in public with other philosophers who can.

Students will choose 12 theses, 12 philosophers, and 12 key tests to argue about. Most of the texts will come from the required reading list for graduate comprehensive exams. All students will read the texts and prepare one argument or objection to contribute to teach debate. The two debaters will prepare very short position papers to be defined against each other, and then against objections from the class. Some possible examples of arguable theses include: "Evil is ignorance" (Socrates), "Injustice cannot be more profitable than justice" (Plato), "There is an unmoved mover" (Aristotle), "Bad things never happen to good people" (Boethius), "God's existence is self-evident" (Anselm), "Man has free will" (Aquinas). "I exist" (Descartes), "Metaphysics is impossible" (Hume), "The categorical imperative is morally self-evident" (Kant), "Universals are concrete" (Hegel), "There is a teleological suspension of the ethical" (Kierkegaard), "Hell is other people" (Sartre), "We believe what we will to believe" (James).

Requirements: at least one argument contribution to each live debate; "on the hot seat" for one live debate; very short (1/2 page) position paper summarizing (2); 1-2-page Summa-style article expanding (3); longer 5-10-page "Disputed Question" expanding (4).

No final exam, no required textbooks.

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**PL 735 01 Jurisprudence and Philosophy**
The 1996 English translation of Jürgen Habermas' *Between Facts and Norms: Contributions to a Discourse Theory of Law and Democracy* marks a milestone not only in the discourse on jurisprudence and philosophy that began with the publication of Hobbes' *Leviathan*, but also in Habermas' own work. In my judgment, the book belongs to the great German theoretical discourses on law authored by Hegel (*The Philosophy of Right*) and Weber (*Economy and Society*) respectively. This course will place Habermas' new and original contribution in the context of contemporary discussions of law and philosophy offered by Dworkin, Rawls, and others.

**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.


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**PL 768 01 Insight**

Patrick Byrne

TTh @ 3

Level - Graduate

This is a two-semester course exploring the basic themes and method of Lonergan's *Insight*, through a close textual reading.

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**PL 796 01 Topics in Ancient Philosophy**

Arthur Madigan, S.J.

M 3-5

Level - Graduate

Texts studied in this course will vary from year to year. In fall 2000 the course will focus on a series of Aristotelian texts concerned with dialectical reasoning, with the relationship between dialectical reasoning and other aspects of Aristotle's theory of knowledge, and with Aristotle's actual practice in several of the treatises handed down to us. The goal of the course will be to arrive at an accurate and differentiated characterization of Aristotle's dialectical method or methods.

The course is not an introduction to Aristotle. It will presuppose familiarity with Aristotle's most important philosophical views, as well as a certain facility in reading Aristotelian texts. Taking for granted a basic understanding of Aristotle's views on a number of different issues, the course will focus on the method or methods that he uses to address the issues and the procedures whereby he arrives at his views. In brief, the course will be less about what Aristotle thinks and more about how Aristotle thinks.
Two thirds of the grade for the course will be based on a term essay of 20-30 pages on a topic relevant to the course and agreed on between student and instructor. One third of the grade will be based on a memorandum of 10-15 pages conveying the student's reflections on the primary texts, secondary literature, class meetings, and other aspects of the course. Integral to these assignments is a discussion of both with the instructor during the week of final examinations.

Participants will be expected to read with care the primary texts and secondary literature assigned for each meeting, to attend regularly, and to contribute to class discussion. Grades may be modified in the light of contributions to class meetings.

The instructor does not foresee assigning Incomplete grades.

All the primary texts for the course may be found in *The Complete Works of Aristotle*, ed. Jonathan Barnes (2 volumes, Princeton University Press), which students should secure.

A reserve shelf containing the most important items of secondary literature will be set up in O'Neill Library.

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**PL 819 01 Kant and Hegel on Art**

Jacques Taminiaux

T 4:30-6:15

Level - Graduate

Textual examination of Kant's *Third Critique* and its influence on Hegel's *Philosophy of Art*.

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**PL 822 01 Foucault, Religion and the Holocaust**

James Bernauer, S.J.

W 4:30-6:15

Level - Graduate

This seminar will explore how Foucault's late work fashions tools for an analysis of religion as a cultural force and how its operation in the twentieth century contributed to the emergence of fascism as a political technology and a specific form of criminality.

**Requirements:** seminar participation, research paper.

**Readings:** Foucault, *Disipline and Punish, History of Sexuality I & II, Religion and Culture*, 1984 lectures at the College de France

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**PL 832 01 Philosophy and Theology in Aquinas**

Oliva Blanchette
A study of how Aquinas comes to understand theology as a scientific discipline that has to use philosophy to make the truth of Revelation manifest. Special attention will be given to methodological discussions at the beginning of the various parts of the *Summa Theologiae* and the *Summa Contra Gentiles* as well as to the order of both theology and philosophy as he understood them. An attempt will be made to show how the commentaries on Aristotle, in which he is most properly himself a philosopher, are anessential part of his being a theologian.

**Requirements:** Term paper, final oral examination

**Reading List:** Aquinas: *Summa Theologiae, Summa Contra Gentiles, In Boethium De Trinitate;* etc.

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**PL 835 01 Recent Virtue Ethics**

**Jorge Garcia**

T 4:30-6:15

Level - Graduate

This seminar examines the resurgence of interest in the moral virtues and their place in moral theory that occurred within English-language philosophy during the second half of the last century.

**Requirements:** Students will present one critical report orally in class, and write one or two analytical papers.

**Readings:** Works to be read will be drawn from thinkers including Anscombe, Foot, Hampshire, Hursthouse, Slote, Statman, Zagzebski, and MacIntyre.

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**PL 855 01 Seminar: Heidegger 1**

**Thomas Owens**

W 3-4:30

Level - Graduate

This course is a close textual analysis of *Being and Time*, focusing on Heidegger's epochal insights on man, world, time, and being. It is intended for those who have not previously read this work.

**Requirements:** Class presentations and oral examination.

**Reading:** *Being and Time* by Martin Heidegger, translated by Macquarrie and Robinson, Harper & Co.

N.B. The Macquarrie version is the only translation usable in class. The Joan Stambaugh version is not.
This is a critical examination of the principal themes from Edmund Husserl's greatest work: his critique of psychologism and of British empiricism, his theory of meaning and reference, his account of the relationship between judgment and truth, and his revitalization of Aristotle's theories of substance and essence. An effort will be made to relate Husserl to Frege, Wittgenstein, and the contemporary analytic tradition.

Requirements: A research paper.


PL 990 01 Teaching Seminar

Richard Cobb-Stevens

F 4:30-6:15

Level - Graduate

This course is required of all first- and second-year doctoral candidates. This course includes discussion of teaching techniques, planning of curricula, and careful analysis of various ways of presenting major philosophical texts.