

# Philosophy Department

## Fall 2001 Electives

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### **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.

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### **PL 221 Self and the City: An Exploration in Writing**

**Prerequisite:** *Philosophy Core Fulfilled*

This PULSE elective, which requires a PULSE placement, will aim at deepened understanding of "the Self" as it evolves in the major life experiences of contemplation, relationship, education, and our encounters in the world.

Readings (e.g., Weil, Merton, Eliade, Dillard, the New Testament) will prompt discussion of such questions as how do we become self-aware; how do we "do" self-awareness in the world; how do we best witness to Self and others? Emphasis will be on exploring the rich potential in submitting our experiences to a variety of literary forms: essays, creative non-fiction, fiction, journal writing and prose poetry.

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### **PL 233 01 Values in Social Services and Health Care**

**David Manzo**

**Th 4:30-7**

**Level - 1**

"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 judgement, 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 an 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*, Lisa H. Newton. Selected readings will be distributed in class.

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

**Matthew Mullane**

**TTh 1:30**

**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**

**MWF @ 11**

**Level - 1**

Logic is the science of correct reasoning. The study of this science aims at perfecting the student's 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 & PL 264 03 Logic**

**Robert Clewis (section 2)**

**Debby Hutchins (section 3)**

**MWF 12**

**MWF 2**

**Level - 1**

The purpose of this course is to give students a comprehensive introduction to modern propositional and predicate logic. Topics covered include: 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 and predicate proofs.

**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**

**T 3-5:30**

**Level - 1**

***Satisfies Cultural Diversity Core Requirement***

This course traces the interrelationships of individual and institutional forms of racism. The course will survey historical forms of racism in the United States and will identify past and present methods of opposing racism. A focus on racism toward African Americans will also allow independent and group study of racism towards Asians, Puerto Ricans, and native indigenous peoples.

**Requirements:** Attendance and participation in class discussions and home groups, which meet during the class hours, is essential. Weekly journals, one book reflection paper, a paper completed individually or in group project, and a final exam.

**Readings:** *Autobiography of Malcolm X*, Haley; *America's in the Heart*, Bulosan; *Before the Mayflower*, Bennett; *Lies My Teacher Told Me*, Loewen

## PL 281 01 Philosophy of Human Existence I

Oliva Blanchette

MW @ 3

Level - Core

A systematic reflection on the nature of human existence starting from an analysis of the body/soul structure and of community, with special attention given to the question of immortality and the question of knowledge and freedom. The method will require personal reflection primarily, along with a research project on a particular theme or a particular author relevant to the subject matter of the course.

**Requirements:** bi-weekly reflection papers, research project and term paper, final oral exam

**Readings:** special course notes, individualized reading list to be worked out with the professor for research project

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## PL 293 01 Cultural and Social Structure I

Joseph Flanagan, S.J.

David McMenamin

T 4:30-6:15

Level - 1

**Prerequisites:** *Limited to members of the PULSE Council*

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 -- the way they live together. Our study centers on questions about how our cultural and social structures are the concrete expression of what we value, of the things we consider meaningful and important.

The texts we have chosen to guide us in this pursuit will lead us to raise these questions in a way that will direct our focus somewhat to western, particularly North American ways of creating these cultural and social structures.

As the late Speaker of the U.S. House of Representatives, that distinguished Boston College alumnus whose name adorns our library, Thomas P. O'Neill was fond of saying: "All politics is local." No doubt he derived that from his reading of *Aristotle's Ethics*. Understanding that as a sort of underlying theme of all four semesters of this course, we hope to look closely at the origins and development of some of the guiding themes and ideas that ground those local politics: the structuring of the culture in which we find ourselves today.

Accordingly, we have selected texts from what might appear to be a broad range of disciplines. As usual for this seminar, some may initially appear to have little to do with what you think of when you hear the word "philosophy." They all, however, have a great deal to do with what you might need to think about when trying to answer such questions as: "Is there a philosophy behind what it means to be a citizen of a particular country?" or "What does it mean to be a member of a particular society?"

**Readings:** Christian Norberg-Schulz, *Genius Loci*; Leo Marx, *The Machine in the Garden*; Jane Jacobs, *The Economy of Cities*. A Gospel to be determined.

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## PL 312 01 Nihilism and Pop Culture

Thomas Hibbs

MW @ 4:30

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.

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## 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-a-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 405 01 Greek Philosophy

John Cleary

MWF @ 12

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*

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## **PL 434 01/UN 508 01: (Capstone) Ethics in the Professions**

**Richard Spinello**

**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 440 Historical Introduction to Western Moral Theory**

**Jorge Garcia**

**TTh @ 12**

The course introduces, contextualizes, explains, and critiques representative writings by such Western philosophical thinkers

as Plato, Aristotle, Epicurus, Epictetus, Aquinas, T. Hobbes, D. Hume, I. Kant, J. Bentham, J.S. Mill, K. Marx, F. Nietzsche,

and F.H. Bradley.

Jorge Garcia

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## **PL 442 01 Romanticism and Idealism**

**Vanessa Rumble**

**TTh @ 10:30**

**Level - 1**

Kant's transcendental idealism has been charged with divorcing the subject of understanding from the subject of moral experience. We shall examine the basis of this claim, as well as the attempts by Romantic writers and German Idealists to

provide a fresh account of the integrity of human experience. We begin examining Kant's attempt, in *The Critique of*

Judgment, to bridge the moral and natural realms through aesthetics. We then trace the progressive emancipation of the imagination in the later development of German Idealism and Romanticism.

**Requirements:** four 5-page essays, final exam

**Readings:** Rousseau, *Reveries of the Solitary Walker*; Kant, *The Critique of Judgment*; Schiller, *On the Aesthetic Education of Man*; Goethe, *Faust*; E.T.A. Hoffman, *Tales of E.T.A. Hoffman*; Heinrich von Kleist, *The Marquise of O and Other Essays*

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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 503 01 Philosophy of Religion**

**Laura Garcia**

**MWF @ 1**

**Level - 3**

**Prerequisite:** *Philosophy core requirement fulfilled.*

Belief in God and in things said to be revealed by God has generated much philosophical discussion regarding the credibility of these. We will examine some major arguments both for and against religious belief by contemporary thinkers. Topics include: traditional arguments for the existence of God, the problem of evil, the relationship between reason and faith, miracles, and claims about divine attributes (timelessness, omniscience, omnipotence, impeccability). Most of the philosophers we read either attack or defend traditional *Î*perfect being theology,*â* but much of the course would have implications for other religious traditions as well.

**Requirements:** An in-class midterm exam and a term paper (10-12 pages)

**Reading:** Louis Pojman, ed. *Philosophy of Religion: An Anthology*  
Additional readings as required.

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## PL 510 01 Modern Philosophies of Self

Richard Kearney

MWF @ 2

Level - 3

This course examines some major theories of selfhood and subjectivity in contemporary Continental philosophy. The course begins with an analysis of three introductory moves--the 'confessional' (Augustine/Rousseau), the 'idealist' (Descartes/Kant) and the 'existential' (Kierkegaard/Nietzsche)--before proceeding to explore two contemporary, and often opposed, movements in detail.

First, the phenomenological movement, running from Husserl's theory of the transcendental ego to Ricoeur's hermeneutic model of the self-as-another. This will include detailed textual discussion of Heidegger's analysis of Dasein (BT), Sartre's for-itself (BN) and Merleau-Ponty's body-subject (PP).

Second, the post-structuralist movement running from Barthes and Lacan to Derrida and Kristeva, culminating in a critical appraisal of the postmodern controversy on the 'disappearance of the subject'.

**Readings:** R. Kearney, *Modern Movements in European Philosophy*, Manchester Univ. Press, 2nd ed. 1994; *The Wake of Imagination*, Univ. of Minnesota Press, 1998. Also, selected texts from *The Routledge Reader in Continental Philosophy*, London 1996, including excerpts from Heidegger's *Being and Time*; Sartre's *Being and Nothingness*; and Merleau-Ponty's *Phenomenology of Perception*.

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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% Precis of William K. Frankena, *Ethics* (3-5 pages).
- 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.

Students should secure the following: William K. Frankena, *Ethics;The MacIntyre Reader*, ed. Kelvin Knight; Mortimer J. Adler, *The Time of Our Lives*.

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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 relative strengths 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.

**Readings:** Descartes, *Meditations on First Philosophy* (Hackett). ISBN 0-915144-57-3; Kant, *Prolegomena to Any Future Metaphysics* (Hackett) ISBN 0-915144-25-5; Plato, *Phaedrus* (tr. Hackforth; Cambridge) ISBN 0-521-09703-7; Aristotle, *Metaphysics* (tr. Richard Hope; Ann Arbor Pbk) ISBN 0-472-06042-2; Aquinas, *On Being and Essence* (PIMS), ISBN 0-88844-250-5

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## **PL 539 01 Descartes' *Meditations***

**Jean-Luc Marion**

**TTh @ 1:30\***

**Level - 1**

This course will offer a close reading of Descartes' *Meditations* in the light of Heidegger's *Critique of Metaphysics*. Analysis of Descartes' notion of the ego and his idea of God reveals that, although Descartes represents the paradigm of metaphysics, he nevertheless transgresses its limits.

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## **PL 540 01 Philosophy of Liberation**

**Oliva Blanchette**

**MW @ 4:30\***

### Level - 3

A discussion of the philosophy of liberation starting from the experience of oppression seen as a radically new starting point for consciousness raising.. The issue will be examined first in two extreme forms of oppression in Latin America (Freire) and in Africa (Fanon), but then focus will turn to an examination of the situation closer to home in black consciousness (Malcolm X), female as well as male (hooks), and in other instances of new demands for liberation chosen according to the experiences of the students participating in the course. The aim of the course will be to raise consciousness itself through a reflection on the possibilities and on the pitfalls in the process of consciousness raising or education itself..

**Requirements:** Two or three short reflection papers and a term paper (with presentation in class).

**Readings:** *Pedagogy of the Oppressed*, P. Freire; *The Wretched of the Earth*, F. Fanon; *Autobiography*, Malcolm X; *Ain't I a Woman*, bell hooks; *Philosophy of Liberation*, E. Dussel

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## PL 564 01 Art and Its Significance II

Ingrid Scheibler

TTh @ 12

### Level - 3

This course will examine late-19th and 20th century developments in aesthetic theory, criticism and the art world, from modernism to postmodernism. It will begin with the development of modernism, looking at its philosophical roots and its subsequent expression in the art world and art criticism. Some of the issues we will analyze are: challenges to the idea of aesthetic autonomy and disinterestedness, critiques of the category of the aesthetic itself, the emphasis on the *new* and *shock* in contemporary art practice, the reemergence of beauty in recent debates, and the question of the truth of art. Among writers we will examine are: Walter Benjamin and Theodor Adorno, Martin Heidegger, Jacques Derrida, Arthur Danto, Susan Buck-Morss, Suzi Gablik, Wendy Steiner and David Hickey.

**Requirements: Undergraduates** - participation in class discussion, class presentation, midterm, final exam.  
**Graduates** - participation in class discussion, class presentation, term paper.

**Readings:** Stephen D. Ross, *Art and Its Significance*; Christine Korsmeyer, ed., *Aesthetics: The Big Questions*; Arthur Danto, *Beyond the Brillo Box*; David Hickey, *The Dragon of Beauty*; Wendy Steiner, *The Scandal of Pleasure*; Suzi Gablik, *The Reenchantment of Art*; Course packet

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## PL 584 01 C.S. Lewis

Peter Kreeft

TTh 10:30\*

### Level - 3

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 myself, 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.

**Readings:** *Surprised by Joy, Till We Have Faces; Perelandra, Mere Christianity, The Problem of Pain, Miracles, The Abolition of Man, The Screwtape Letters, The Great Divorce, A Grief Observed, God in the Dock*

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## **PL 593 01 Philosophy of Science**

**Patrick Byrne**

**T 4:30-7**

**Level - 3**

The intent of this course is to provide an introduction to a number of the main themes of 20th century philosophy of science. Particular attention will be paid to the work of Popper, Lakatos, Hanson, and Kuhn, as well as to some of the recent studies of science that stress the roles of cultural, social, gender, and political factors in the formation of scientific knowledge.

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## **PL 625 01 The Problem of Self-Knowledge**

**Joseph Flanagan, S.J.**

**MW @ 4:30**

**Level - 3**

"The unexamined life is not worth living." Socrates' proclamation forms the basic assumption of this course. However, important developments in Western culture have made the approach to self-knowledge both more difficult and more essential.

During the first two weeks, we shall examine the history of self-knowledge and especially how post-Nietzschean philosophers

have challenged traditional solutions of this problem. After this historical survey, we will begin the journey into your own

self-knowing, choosing and loving.

**Requirements:** mid-term and final exam, 12-15 page paper

**Reading:** *Quest for Self Knowledge*, Joseph Flanagan, and selected readings.

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## **PL 632 01 The Later Heidegger**

**William Richardson, S.J.**

**TTh @ 12\***

**Level - 3**

**Prerequisites:** Thorough familiarity with *Being and Time*.

The course will be a survey of Heidegger's thought after the so-called "turning" (Kehre) in his way.

**Requirements:** Active participation in class discussion, one term paper plus oral discussion with professor reviewing the paper and principal themes of the course.

**Readings:** "*On the Essence and Truth*," "*Introduction to Metaphysics*," "*Origin of the Work of Art*," "*Letter on Humanism*," "*The Question of Technology*," "*Logos*" (Heraclitus B50)," "*On the Nature of Language*," "*Time and Being*"

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## **PL 719 01 Aquinas on Virtue and Law**

**Oliva Blanchette**

**M 6:30-8:15**

**Level - Graduate**

Ethics has become, once again, a central concern for the understanding of human life. Before "After Virtue" there was Virtue. Before "Legitimation Theory" there was Law. This course will study Aquinas's systematic approach to ethics in the framework of the *Summa Theologiae*. After a discussion of the structure of the *Summa*, it will focus on the concepts of Virtue and Law in Part II.1. and on the Particular Virtues as elaborated in Part II.2.

**Requirements:** seminar presentation and term paper, final oral exam

**Readings:** Aquinas, *Summa Theologiae: Treatise on Habits & Virtues; Treatise on Law; Treatise on Virtues in Particular*

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## **PL 740 01 The Philosophy of St. Augustine**

**Gerard O'Brien, S.J.**

**T 4:30-6:45**

**Level - Graduate**

**Prerequisite:** Some introductory courses in philosophy. No knowledge of Latin required.

This course will examine Augustine's philosophical insights and reflections on his experience as seen in his Confessions

and some of his political philosophy as seen in *The City of God* and a few other works. We will also read three of his early works: *Against the Academics*, *Concerning the Teacher*, and *On Free Choice of the Will*. The stress will be on reading the texts themselves, and seeing Augustine's thought in the context of his life. There will be some consideration of the philosophical influences on Augustine and his influence on later ages.

**Readings:** Augustine, *Against the Academics and The Teacher*, *The City of God*, *The Confessions*, *On Free Choice of the Will*, *Political Writings of St. Augustine*; Peter Brown, *Augustine of Hippo*

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## **PL 744 01 Great Contemporaries**

**Arthur Madigan, S.J.**

**M 3-5**

**Level - Graduate**

A study of one or more authors who have made or are making a significant contribution to philosophy today. The focus will be on authors who (1) assimilate the Western philosophical tradition in a creative way; (2) present a substantive and well argued philosophical position; and (3) refine the style and enrich the language of philosophy itself.

In fall 2001, we will study Alasdair MacIntyre and Charles Taylor. Instructor is especially interested in two issues: the disagreement between MacIntyre and Taylor about the philosophical significance of the Enlightenment and modernity, and their contributions to ethics and political philosophy. The format will be a mixture of lecture and conversation.

**Requirements:** Regular attendance and participation in class meetings. A term essay (20-30 pp.) on a topic agreed on by student and instructor. A discussion of the completed paper during the week of final examinations. (Instructor does not foresee assigning incomplete grades.)

**Readings:** Alasdair MacIntyre, *After Virtue*; Kelvin Knight, ed., *The MacIntyre Reader*; Charles Taylor, *Sources of the Self*; some additional readings to be selected in the light of students' interests.

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## **PL 746 01 Rawls' Political Philosophy**

**David Rasmussen**

**T 4:30-6:15**

**Level - Graduate**

Now that most of Rawls' work is available, I plan to teach a seminar which covers his work from *A Theory of Justice* to *The Law of Peoples*.

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## **PL 750 01 Continental Aesthetics**

**Richard Kearney  
David Rasmussen**

**W 6:15-8**

Level - Graduate

This course will explore some of the key thinkers in modern continental aesthetics from Kant and Nietzsche to Heidegger and Derrida.

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## **PL 751 01 Towards an Ethics of Psychoanalysis: Thing and the Real**

**William Richardson, S.J.**

**Th 6:30-9**

Level - Graduate

After a brief introduction to Jacques Lacan's approach to the problem of ethics in psychoanalysis, the Seminar will focus on his understanding of the relation between desire and "the Thing," as he elaborates it out of an undeveloped notion in Freud, and this in conjunction with what he calls "the Real." This will involve a consideration of evil in human action and of Lacan's reading of Freud's critique of the injunction to love one's neighbor. The Seminar will conclude with reviewing how these notions pertain to Antigone in Sophocles's presentation of her as a desiring subject.

**Requirements:** Active participation in class discussion.

**Readings:** J. Lacan, *The Ethics of Psychoanalysis*, trans. by Dennis Porter (New York: Norton, 1992). Selected cognate readings.

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## **PL 764 01 Sartre**

**Richard Cobb-Stevens**

**W 4:30-6:15**

Level - Graduate

Sartre's early writings on the emotions and on imagination provide a lucid introduction to the phenomenological method and prepare the reader for the main themes of *Being and Nothingness*: consciousness as negativity, bad faith as flight from the anguish of freedom, the sado-masochistic dimension of interpersonal relations, the interpretation of symbols in existential psychoanalysis.

*Nausea* is Sartre's earliest and best novel, and *Baudelaire* is an intriguing analysis of the poet's personality and work. Sartre's theories are always provocative, sometimes outrageous. It is impossible to remain indifferent to what he says.

**Requirements:** mid-term and final examination

**Readings:** Jean-Paul Sartre: *The Emotions, Outline of a Theory, The Psychology of Imagination, The Transcendence of the Ego, Nausea, Being and Nothingness* (selections), *Baudelaire*

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## **PL 770 01 Moral Concepts**

**Jorge Garcia**

**Th 4:30-6:15**

**Level - Graduate**

The course employs methods of 20th Century conceptual analysis to explore such notions as those of impersonal value, right and wrong, duty and obligation, and virtue (in general and of particular types).

**Readings:** We will draw from books and articles by theorists including F. Brentano, G.E. Moore, H. Prichard, A.C. Ewing, R.M. Chisholm, P.T. Geach, J.J. Thomson, R.M. Adams, M. Slote, and J.J.C. Smart

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## **PL 805 01 World of the Pre-Socratics**

**John Cleary**

**MW @ 3\***

**Level - Graduate**

This seminar will begin by examining the unique development of natural philosophy out of the mytho-poetic world view that the Greeks shared with many ancient cultures. We will then trace the growth of the Pythagorean tradition from its secret cultic origins to the public secular writings of Philolaus and Archytas. But most of our time in this course will be devoted to the extensive fragments of Heraclitus and Parmenides, whose influence on Zeno and Melissus will be weighed. Then we will compare the diverse responses to the Parmenidean challenge that are made by Empedocles, Anaxagoras, and the Atomists. Finally, we will consider the new directions of inquiry introduced by the sophists, who turned away from cosmology towards the human sphere.

**Requirements:** Active class participation, including presentations; one shorter (10 pages) and one longer (15 pages) research paper.

**Readings:** Kirk, Raven & Schofield (eds.), *The Presocratic Philosophers*, 2nd ed. Cambridge

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## **PL 814 01 Fascisms**

**James Bernauer, S.J.**

**W 4-6**

**Level - Graduate**

This seminar will study the most popular political movement of the twentieth century. Focus will be on the Italian and German experiences.

**Readings:** Hannah Arendt, *The Origins of Totalitarianism*; Michel Foucault, *A History of Sexuality I*; George Mosse, *Nationalism and Sexuality*; Ernst Nolte, *Three Faces of Fascism*; Stanley Payne, *A History of Fascism*; Zeev Sternhell, *The Birth of Fascist Ideology*; Klaus Theweleit, *Male Fantasies*

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## **PL 837 01 Seminar on Phenomenology: the Saturated Phenomenon**

**Jean-Luc Marion**

**Th 4:30-6:15**

**Level - Graduate**

Beyond Husserl's "transcendental" reduction and beyond Heidegger's "existential" reduction, this course will argue for the necessity of a third reduction that concerns what is implied but largely unthought in the approaches of both Husserl and Heidegger: the unconditional "givenness" of the phenomenon and the nature of the self called into being by the given itself.

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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.

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## **PL 871 01 *The Summa Theologiae* of St. Thomas Aquinas**

**Peter Kreeft**

**Th 3-5**

**Level - Graduate**

**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). *Summa Contra Gentiles*, Book I (more extensive version of the philosophical beginnings in the *Summa Theologiae*)

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**PL 990 01 TeachingSeminar**

**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.

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