

FALL 2002 PHILOSOPHY ELECTIVES

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PL29101	1494	PHILOSOF COMMUNITY I	T4 30-6 15	JosephFlanagan, S.J.
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PL35801	5521	CONFESSIONS/STAUGUSTINE	MW F 1	GerardO'Brien,S.J.
PL40601	4001	MODERNPHILOSOPHY	TTH 1 30*	PeterKreeft
PL42101	8436	NIETZSCHE	TTH 3*	JacquesTaminiaux
PL44601	1175	PHILOSOPHYAND FILM NOIR	MW 3*	ThomasHibbs
PL45501	1652	KIERKEGAARD/NIETZSCHE	MW F 2	StuartMartin
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PL52801	6076	METAPHYSICS	TTH 10 30*	GaryGurtler, S.J.
PL52901	9824	PHILOSOPHYOF ACTION	MW 4 30*	OlivaBlanchette
PL53801	9162	JOURNEYTO SELF-DISCOVERY	MW F 11	BrianBraman
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PL54501	9161	PHILOSOPHYOF PHYSICS	TH4 30-7	Ronald Anderson, S.J.
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PL76801	1602	INSIGHT	W4 30-6 30	PatrickByrne
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PL81301	2562	PHENOMENOLOGYOF GOD	W6 15-8	RichardKearney
PL81801	5678	HEIDEGGERON ART	T4 30-6 15	JacquesTaminiaux
PL83201	2654	PHIL&THEOIN AQUINAS	M6 30-8 15	OlivaBlanchette
PL85501	2123	SEM:HEIDEGGERI	W3-4 30	ThomasOwens
PL90001	1017	HUSSERL/LOGINVESTIG	M4 30-6 15	RichardCobb- Stevens
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UN109/1001	9755	HORIZONS/NEWSOC SCI I	MW F 1 & M 6-8	FrederickLawrence
UN104/0501	3190	MODERNISM& THE ARTS I	MW F 2 & M 6-8	BrianBraman
UN104/0502	5849	MODERNISM& THE ARTS I	MW F 1 & M 6-8	JohnMcCoy

PL 193 01 Chinese Classical Philosophy

Francis Soo

T TH 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 221 01 Self & City: Exploration

Kathleen Hirsch

W 3-5 Level 1

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

Readings, combined with placement experiences, will prompt class discussion of such questions as: how do we become self-aware; how do we best witness to Self and others? Students' writing exercises will explore the potential of the written word to present such witness, by informing, teaching, inspiring others.

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

"We can degrade people by caring for them;
and we can degrade people by not caring for them."

Steven Marcus, Doing Good

Through readings, lectures, discussions, field placements 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:

- communicate an understanding of the social services and health care delivery systems and introduce you to experts who work in these fields;
- explore ethical problems of allocations of limited resources
- discuss topics that include, violence prevention, gangs, homelessness, mental illness, innovative nursing initiatives, economic inequality, community wealth ventures, and the law;

- o consider possibilities for positive changes in the social service and healthcare system.

Students may take this course with 3 grading options. Option A includes a PULSE placement, Option B includes a 4Boston placement option and Option C includes a detailed research paper without a field placement.

A detailed web site for this course can be found on the PULSE Program web site at http://www.bc.edu/bc_org/avp/cas/pulse/

PL 259 01 Perspectives on War and Aggression

Matthew Mullane

T TH 12* 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*

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.

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

PL 264 02 Logic

Elizabeth Gardner

MWF 12 Level 1

Description: The purpose of this course is to give students an introduction to modern logic. Topics covered include: validity, soundness, fallacies, identifying standard argument forms, and constructing truth tables.

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

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

PL 264 03 Logic

John O'Connor

MWF 2 Level 1

The purpose of this course is to give students an introduction to modern propositional and predicate logic. Topics covered include validity, soundness, practical applications of logic and truth tables.

Requirements: Three exams and occasional quizzes.

Reading: Patrick J. Hurley, A Concise Introduction to Logic

PL 268 01 History and Development of Racism

Horace Seldon

T 3-5 30 Level 1

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.

Reading: Autobiography of Malcolm X, Haley; America in the Heart, Bulosan; Before the Mayflower, Bennett; Lies My Teacher Told Me, Loewen; The Debt, Robinson.

PL 291 01 Philosophy of Community I

Joseph Flanagan, S.J.
David McMenamin

T 4 30-6 15 Level 1

Prerequisites: Limited to members of the PULSE Council

This seminar explores the nature of community, with particular focus on community in the American context. Some of the central historical, cultural, political and religious forces that have shaped both American community and the American understanding of community are examined.

These questions are initially approached from a historical perspective with an assessment of the philosophical ideas which were dominant in the political thinking of the American founders. The seminar then considers the historical development of those ideas in light of the way they are concretized in political practice, arriving at an assessment of contemporary American thinking on community.

PL 333 01 The Philosophy of J.R.R. Tolkien

Peter Kreeft

T TH 10 30* Level 1

A complete philosophical world and life view underlies Tolkien's two great epics, *The Lord of the Rings* and *The Silmarillion*: a synthesis of ingredients in Plato (exemplarism), Jung (archetypes); Romanticism (sehnsucht) and Norse mythology (a Stoic heroism) catalyzed by a Biblical imagination and a Heideggerian linguistic. The student will learn to recognize these and many other strange creatures in exploring Tolkien's world.

Requirements: midsemester and final exams; original essays recommended.

Reading: J.R.R. Tolkien: *A Tolkien Reader*; *The Lord of the Rings* (3 vol.); *The Silmarillion*

PL 338 01 Heidegger Project I

Thomas Owens

T TH 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.

Reading: *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.

PL 358 01 The Confessions of St. Augustine

Gerard O'Brien, S.J.

MWF 1 Level 1

This course will consist of a careful reading of Augustine's great spiritual classic, with a stress on the communication of Augustine's religious experience and the relation of his thought to Neoplatonic philosophy. Along with the text of Augustine, we will read selections from the *Enneads* of Plotinus and the conversion stories of two 20th century thinkers--C.S. Lewis and Thomas Merton-- relating these to Augustine's text.

Requirements: Classes will be partly lecture, partly discussion. There will be a take-home mid-term, a course paper, an essay final exam. Class participation counts positively toward the course grade.

PL 406 01 Modern Philosophy

Peter Kreeft

T TH 1 30* Level 1

Logical and historical exploration of "the great conversation" about man, morality, and the limits of human knowledge that constitutes classical modern philosophy from the late Renaissance to the early 19th century.

Requirements: 10 weekly quizzes, take-home exam, and one original argumentative paper.

Reading: 1. Coursepack containing selected secondary source summaries of Bacon, Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, Kant, and Hegel; 2. Descartes, *Discourse on Method and Meditations*; 3.

Kant, *Fundamental Principles of the Metaphysics of Morals*; 4. Pascal, *Pensees*, edited and explained by P. Kreeft as *Christianity for Modern Pagans*; 5. Mortimer Adler, *Ten Philosophical Mistakes*.

PL 421 01 Nietzsche

Jacques Taminioux

T TH 3* Level 1

Through a chronological analysis of the basic texts of Nietzsche, this course aims at discussing the meaning of his attempt to overcome platonism.

Requirements: An open mind, a touch of irony, some sense of tragedy.

Reading: *The Basic Writings of Nietzsche*; *The Portable Nietzsche*

PL 446 01 Philosophy and Film Noir

Thomas Hibbs

MW 3* Level 1

The genre of film noir has produced some of the most philosophically rich films in American history, with sophisticated reflections on nihilism, love, death, justice, and identity. Beginning with some of the early films in the genre (*Double Indemnity*, *The Maltese Falcon*, *Vertigo*, *Touch of Evil*) and then turning to the recent revival (*Blood Simple*, *L.A. Confidential*, *Memento*), we will attempt to define noir, to reflect on its stylistic peculiarities and its philosophical significance. We will be assisted by reading from the best film criticism on noir and from philosophers as diverse as Hobbes and Tocqueville, Pascal and MacIntyre,

Requirements: One term paper (15-20 pages), an analysis of a central, philosophical theme in one or more films from the noir genre.

Final, comprehensive oral exam.

Reading: Selections from film critics on the origins, nature, and development of noir. Philosophical texts from Hobbes, Locke, Pascal, Rousseau, Tocqueville, Freud and MacIntyre.

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*.

PL 500 01 Philosophy of Law

David Rasmussen

T TH 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. It will cover the following four topics: (1) 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 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.

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'.

Reading and Requirements: provided in class.

PL 528 01 Metaphysics

Gary Gurtler, S.J.

T TH 10 30* Level 3

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

Reading: 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.

PL 529 01 Philosophy of Action

Oliva Blanchette

MW 4 30* Level 3

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, mid-term, reflection paper, final oral examination.

Reading: Maurice Blondel, *Action* (1983), University of Notre Dame Press.

PL 538 01 Capstone: Journey to Self Discovery

Brian Braman

MWF 11 Level 1

Cross Listed with UN 542

This course is for seniors only.

As historical beings, our lives constitute a story that unfolds in time. Our lives narrate a journey from sin to salvation, despair to faith, sickness to health, death to life, darkness to light and ignorance to knowledge. This is a journey to selfhood. We are sojourners struggling to understand more deeply who we are as this self and what is my place in the world.

This seminar will explore the four fundamental capstone issues of spirituality, citizenship, relationships and work in terms of this notion of our life as narrative, a journey to self-hood

PL 545 01 Philosophy of Physics An Introduction to Its Themes

Ronald Anderson, S.J.

TH 4 30-7 Level 3

The manner in which physics explores the fundamental nature of physical reality has deep and remarkable philosophical implications for the ways we conceptualize and come to know the world. It is thereby of direct relevance for the projects traditionally known as metaphysics and epistemology. This course will provide an introductory exploration of the themes of contemporary philosophy of physics noting in a number of cases the history of these themes in earlier physical theories and reflections on those theories. The areas considered will include the nature of space, time and spacetime as revealed by relativity theories, probability and irreversibility in thermodynamics and statistical physics, and how one is to understand measurement, locality, causality, and objectivity in the light of quantum theory. The new studies of chaos theory and complexity will also be considered. One of the underlying themes of the course will be the manner in which contemporary developments in physical theories have entailed a radical revision of prior ways we understand the world.

A number of the basic laws of physics considered will be expressed in mathematical form. A prior course in physics and/or mathematics will be helpful therefore, however, it is intended that the course be accessible without extensive technical knowledge of physical theories. The focus of the course will be on conceptual and philosophical issues.

Requirements: a regular series of reflection/comment/summary papers on the course readings; a mid-term project exploring a topic of the course in more depth; a final written assignment consisting of three short essays.

Reading:

- 1) L. Sklar, *Philosophy of Physics* (Westview Press, Boulder, 1992);
- 2) DeLo E. Mook and Thomas Vargish, *Inside Relativity* (Princeton, N.J.: Princeton University Press, c1987);
- 3) A course Reader.

Further details at: <http://www2.bc.edu/~anderso/courses/pp.html>

PL 577 01 Symbolic Logic

Ronald Anderson, S.J.

T TH 3* Level 3

The intent of this course is to introduce and explore the ways in which contemporary symbolic logic provides powerful techniques and practices to express and analyze arguments. These techniques reveal the ways in which logical structure is woven into our reasoning and use of language. The study of these structures is not only relevant to understanding effective reasoning but also for exploring features of the Anglo-American analytic philosophical tradition and the foundations of disciplines such as mathematics, computer science, cognitive sciences, and linguistics. A number of the general features about the techniques (known as "metalogic") such as the task of proving whether a logical system is complete and consistent will be considered as well as several of the interesting topics of 20th century logic such as set theory, Russell's paradox, the paradoxes associated with self-reference (e.g. "This sentence is false") and the implications of Goedel's theorems. Overall it is intended that the course provide an insight into the remarkable properties of "logical necessity" and "logical form," features that characterize all valid deductive arguments.

No prior knowledge of logic is required.

Requirements: A number of short take-home assignments during the semester and open book mid-term and final exams.

Reading: 1) M. Bergmann, M., J. Moor & J. Nelson, *The Logic Book* (3rd edition) and Solution book. 2) Various course handouts and websites.

Further details at: <http://www2.bc.edu/~anderso/courses/sl.html>

PL 593 01 Philosophy of Science

Patrick Byrne

T 4 30-6 30 Level 3

Since the dawn of scientific and mathematical speculation in ancient Greece, scientific practices and ideas have posed a variety of challenges to human reflection and the career of philosophy. Scientific knowing has always been viewed as quite different from and even "odd" from the point of view of ordinary, common sense knowing. Among the greatest problems posed is that of defining exactly what it is that deserves to be called "science." This is the task of "philosophy of science."

Historically, there have been a variety of philosophical views of the nature of science; each has been greatly

influenced by scientific innovations of its day. We will briefly consider some of these views, and then turn to the topics currently being debated among philosophers of science, especially those stemming from Thomas Kuhn's highly influential book, *The Structure of Scientific Revolutions*. These debates touch upon such issues as the relation between theories, observations, experimental equipment and motivations for scientific research. They cut to the very heart of the scientific enterprise itself--whether science is the only true form of knowledge or whether there are other kinds; whether there is only one kind of scientific knowing or whether there are several; whether science is knowledge of something real or merely a social construct; whether science is rational or merely ideological. In order to test some of the ideas in this debate, we will also consider thought and work of two Nobel laureates--Albert Einstein and Barbara McClintock.

Requirements: (1) Each student will be expected to give a short (10-minute) class presentation, relating some event in the history of scientific research to the theme from the readings (20%); (2) a term paper (of 15-20 pages) (45%). (3) Final Exam, (35%).

Reading: White & Gribbin, *Einstein*; Fox Keller, *A Feeling for the Organism*; Kuhn, *Structure of Scientific Revolutions*; Chalmers, *What is this Thing Called Science*; Barnes, Bloor & Henry, *Scientific Knowledge*; and short selections from: Aristotle, Galileo, Popper, Hanson, Hacking, Lakatos, Lonergan and, Weber

PL 595 01 Kant's Critique

Ronald Tacelli, S.J.

MW 3* Level 3

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 625 01 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.

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.

Reading: Oliva Blanchette, *Philosophy of Being: A Reconstructive Essay in Metaphysics*. Catholic University of America Press, 2002.

PL 703 01 Aquinas, Aesthetics, and Literature

Thomas Hibbs

MW 4:30 Level - Graduate

As a point of departure for an investigation of the Aquinas and aesthetic theory, we will read essays of Iris Murdoch on the connection between goodness and beauty and the implications of this connection for ethics and literature. We will then turn to Aquinas, with selections from primary texts and from Umberto Eco's study of Aquinas. Finally, we will read two modern authors who are deeply influenced by Aquinas: James Joyce and, the "hillbilly Thomist," Flannery O'Connor.

Requirements: term paper (15 pages); final, comprehensive oral exam.

Reading: Umberto Eco, *The Aesthetics of Aquinas*; James Joyce, *Portrait of the Artist and Ulysses* (selections); Iris Murdoch, "The Sovereignty of Good" and other essays; Flannery O'Connor, essays and short stories.

PL 709 01 Aristotle on Science

William Wians

TTh 4:30 Level - Graduate

But we must not follow those who advise us, being humans, to think of human things, and, being mortal, of mortal things, but must, so far as we can, make ourselves immortal, and strain every nerve to live in accordance with the best thing in us; for even if it be small in bulk, much more does it in power and worth surpass everything. *Nicomachean Ethics* X 7, 1177b31-1178a2 (trans. Ross)

From the beginnings of their literature, Greek writers showed a steady concern and even preoccupation with what human beings may know and what may lie concealed from our knowing. The concern is readily apparent in the so-called Presocratic philosophers, but it figures prominently in the works of epic and tragic poets and surfaces even in medical and historical writers. The course will be devoted to a careful examination of texts relevant to the Greek problem of human knowledge. Seminar members will begin by studying the pre-Platonic phase of the issue, especially as it appears in Greek tragedy and in the fragments of Xenophanes and Heraclitus. We will then examine how the problem of human knowledge informs the works of Plato and Aristotle.

Requirements In addition to regular seminar participation and occasional short position papers, students will be required to submit one research paper. They will also be required to take a self-guided tour of Greek art at Boston's Museum of Fine Arts.

PL 731 01 Foucault & Beyond

James Bernauer, S.J.

W 4-6 Level Graduate

We shall study the last writings and lecture courses of Michel Foucault and examine how his approaches are being utilized today in a variety of fields.

Requirements: term paper and regular participation in the seminar; ability to read French (an asset) though not required.

Reading: M. Foucault, *History of Sexuality I & II*; *L'hermeneutique du sujet* (course of 1982) in French or English summary; *Le Gouvernement de soi et des autres* (course of 1984) in French or English summary.

Students will be encouraged to investigate uses of Foucault in religion, philosophy and cultural studies in areas which have a particular interest for them.

PL 768 01 Insight

Patrick Byrne

W 4 30-6 30 Level Graduate

"Thoroughly understand what it is to understand, and you will not only understand the broad lines of all there is to be understood but also you will possess a fixed base, an invariant pattern opening upon all further developments of understanding."

Lonergan, *Insight*

In writing *Insight* Lonergan set himself the task of simultaneously developing a methodical way of treating philosophical, metaphysical, ethical and theological issues, and simultaneously moving beyond the impasses of modern philosophy. That method, he claimed, is the method of self-appropriation--that is, of comprehending one's self through the structured relations among the activities of one's own consciousness.

Can the extravagant promises made by Bernard Lonergan in the Introduction to his work, *Insight* be realized? That question forms the central theme of this course. We will undertake a careful, detailed and critical investigation of Lonergan's *Insight*, supplemented by selections from his other writings.

Requirements: (1) Class preparedness (20%): that is to say, careful reading of the weeks assigned chapters, and a written list of questions and comments for class discussion. In addition, some short assignments will be made out during the semester, for synopses and short papers. (2) A term paper (of 15-20 pages) (45%). (3) Final Exam, (35%).

Reading: Lonergan, *Insight and Topics in Education*; Flanagan, *The Quest for Self Knowledge*, and selected essays.

PL 785 01 Virtues and Norms

Jorge Garcia

T 4 30-6 15 Level Graduate

This course critically examines recent writings by Thomas Hurka, Rosalind Hursthouse, Robert Louden, Henry Richardson, Michael Slote, J.J.C. Smart, Christine Swanton, Judith Thomson, Linda Zagzebski, and others on the nature of virtue, the nature of right action, and on the relation(s) between virtues and norms of action and between acting virtuously and acting rightly.

Requirements: 1 in-class oral presentation and 1 term paper.

Reading: see above description.

PL 811 01 Reasonableness and Normativity

David Rasmussen

TH 4 30-6 15 Level Graduate

In this seminar, we will explore the normative implications of the idea of reasonableness for moral and political theory.

The problem of reasonableness emerges after the turn from reason to reasonableness in the later Rawls, and the use of the notion of reasonableness in T. M. Scanlon's, *What We Owe to Each Other*. Christine Korsgaard provides a basis for the examination of normativity in her recent book, *The Sources of Normativity*.

Beyond these considerations, we will also look at recent contributions to the debate on normativity and reasonability by Habermas, Brandom and others.

PL 813 01 Phenomenology of God

Richard Kearney

W 6 15-8 Level Graduate

Is there any place for God to appear within the phenomenological horizon? And if yes, what kind of "phenomenon" might God be? These questions will take us from a reading of certain scriptural passages to a number of contemporary philosophies of God: phenomenology (Levinas, Marion); hermeneutics (Heidegger, Ricoeur) and deconstruction (Derrida and Caputo).

Requirements: oral exam and term paper

Reading: provided in class

PL 818 01 Heidegger on Art

Jacques Taminiaux

T 4 30-6 15 Level Graduate

A textual and contextual analysis of Heidegger's essay on "The Origin of the Work of Art."

PL 832 01 Philosophy and Theology in Aquinas

Oliva Blanchette

M 6:30-8:15 Level Graduate

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 as a philosopher, are an essential part of his teaching as a theologian.

Requirements: term paper and final oral exam.

Reading: Aquinas: Summa Theologiae; Summa Contra Gentiles; In Boethium De Trinitate; et al.

PL 855 01 Seminar: Heidegger I

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.

PL 900 01 Husserl's Logical Investigation

Richard Cobb-Stevens

M 4:30-6:15 Level - Graduate

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.

Reading: Husserl, Logical Investigations, trans. John Findlay
Robert Sokolowski, Introduction to Phenomenology, Cambridge Univ. Press, 2000

PL 990 01 Teaching Seminar

Richard Cobb-Stevens

F 4:30-6:00 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.