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PL80501	4458	3	G	WORLD OF PRE-SOCRATICS	M W 4 30*	CLEARY
PL81401	1569	3	G	FASCISMS	W 4-6	BERNAUER
PL82301	3691	3	G	HEIDEGGER'S TURN	TH 6 30-9	RICHARDSON
PL85501	5516	3	G	SEM:HEIDEGGER I	W 3-4 30	OWENS
PL90001	5677	3	G	HUSSERL/LOG INVESTIG	M 4 30-6 15	COBB-STEVENSON

PL 193 01

Chinese Classical Philosophy: Confucianism, Taoism, and Buddhism

Frank Soo

TTh 10:30*

Level 1 – Undergraduate Elective

Description:

Starting from the general introduction to Chinese culture & philosophy as a whole, the course will focus on three of the most important Chinese classical philosophies: Confucianism, Taoism, and Buddhism.

Emphasizing social harmony and order, Confucianism deals mainly with human relationships and human virtues. Centered on the balance and harmony among Nature, man, and society, Taoism teaches the most

natural way to achieve this balance and harmony: Tao. Synthesized as soon as it arrived in China from India, Chinese Buddhism teaches that there is “Buddha-hood” in every one of us, and that the Buddhist Way is to have “infinite compassion” towards others.

Requirements:

- Midterm
- Final
- One paper (and 5-6 small written assignments)
- Participation that includes:

- [a] Class attendance (obligatory)
- [b] Group discussions
- [c] Meditations
- [d] Group-Project, etc.

Reading:

- [1] Chan W.T, *A Source of Chinese Philosophy*
- [2] Confucius, *The Analects*
- [3] Lao Tzu, *The Tao Te-ching*
- [4] John Koller and Patricia Koller, *Asian Philosophies*
- [5] Carole Cusack, *The Essence of Buddhism*
- [6] Christmas Humphreys, *A Western Approach to Zen*

PL 221 01

Self and the City: An Exploration in Writing

Kathleen Hirsch

W 3-5

Level 1 – Undergraduate Elective

Prerequisite: Philosophy Core Fulfilled

Description:

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 the following: how do we become self-aware; how do we best witness to Self and others? The course will emphasize the potential of the written word to inform, to teach, and to inspire others.

PL 233 01

Values in Social Services and Health Care

David Manzo

Th 4:30-7

Level 1 – Undergraduate Elective

"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: (1) communicate an understanding of the social services and health care delivery systems and introduce you to experts who work in these fields; (2) explore ethical problems of allocations of limited resources; (3) discuss topics that include, violence prevention, gangs, homelessness, mental illness, innovative nursing initiatives, economic inequality, community wealth ventures, and the law; (4) consider possibilities for positive changes in the social service and health care 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/David Manzo

PL 259 01

Perspectives on War and Aggression

Matthew Mullane

TTh 12*

Level 1 – Undergraduate Elective

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 – Undergraduate Elective

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 & 03

Logic

Debby Hutchins

MWF 1 Section 02

MWF 2 Section 03

Level 1 – Undergraduate Elective

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 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.

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 – Undergraduate Elective

Satisfies Cultural Diversity Core Requirement

This course includes a discussion of major forces which have contributed to the development of racism in the United States, including Exploration & Evangelization, Anglo Attitudes, Colonial Laws, views of the Founding Fathers, the US Constitution, and African Enslavement. Periods of history which are explored will include the Abolition Movement and more modern movements of the twentieth century.

Requirements:

Five personal journals; two "directed" journals, one Book Reflection, a paper which can be written either individual or in a group, a final exam

Reading:

Autobiography of Malcolm X, Haley; *America is in the Heart*, Bulosan; *Lies My Teacher Taught Me*, Loewen; *Hard Road to Freedom*, Horton; *The Debt*, Robinson

PL 291 01

Philosophy of Community I

Joseph Flanagan, S.J.

David McMenamin

T 4:30-6:15

Level 1 – Undergraduate Elective

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 dominating 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 299 01

Readings and Research

By Arrangement

Level - Undergraduate Elective

You must get approval and make arrangements with a Philosophy Department faculty member before registering for a Readings and Research section.

PL 333 01

The Philosophy of J.R.R. Tolkien

Peter Kreeft

TTh 3*

Level 1 – Undergraduate Elective

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

TTh @ 1:30*

Level 1 – Undergraduate Elective

This is a course designed to allow undergraduates an opportunity to work closely with the 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 (Aristotle, Descartes, etc.) would be helpful, but is not an absolute prerequisite.

Requirements: Class participations, oral exam

Reading: *Being and Time*, (Macquarrie and Robinson translation)

PL 358 01

The Confessions of St. Augustine

Gerard O'Brien, S.J.

MWF 1

Level 1 – Undergraduate Elective

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 403

Does God Exist?

Ronald Tacelli, S.J.

MW 3*

Level 1 – Undergraduate Elective

This course aims to be a serious examination, for capable undergraduates, of arguments for and against the existence of God.

PL 404 01

Rhetoric: Beauty, Truth, and Power

Marina McCoy

MWF 12

Level 1 – Undergraduate Elective

Description:

In this course, we will begin with the sophists and orators of ancient Greece and study their approaches to speech and persuasion. We will then read Plato's criticisms of rhetoric (a word he likely invented), as well as his own distinct use of rhetoric in the dialogue form. We will then examine some classical theories of rhetoric, beginning with Aristotle's *Rhetoric* and moving on to Cicero's *De Oratore*. In the course of our discussions of these thinkers' ideas, we will also ask our questions such as: To what extent is the practice of rhetoric concerned with truth, beauty, and/or power? Is rhetoric separable from inquiry into what is true, or inevitably a part of philosophical discovery itself? Is beautiful speech something that beguiles the audience, or something that better illuminates what is real, or potentially both? Is the rhetorician's manipulation of the audience's emotions justifiable or not? Can we clearly differentiate between good and bad rhetoric? Classical authors' claims as to what "works" to persuade your audience will also be examined, and students will be encouraged to relate the ideals of these texts to contemporary examples of public speaking, political debate, advertising, and the like.

Requirements:

Exams, several short papers, student participation/ presentations.

Reading:

Antiphon, *Tetralogy I*
Gorgias, "On Non-Being" and "Encomium to Helen"
Isocrates, *Isocrates I*
Plato, *Gorgias*
Plato, *Phaedrus*
Aristotle, *Rhetoric*
Cicero, *De Oratore*
Augustine, *On Christian Doctrine*

PL 405 01

Greek Philosophy

Deborah DeChirara-Quenzer

MWF 1

Level 1 – Undergraduate Elective

This course is intended to engage students in a serious way with fundamental views of Plato and Aristotle. These philosophers have discussed ideas and issues that continue to be of significant theoretical and practical importance to this day.

Books 1-7 and subsequent selections of Plato's *Republic* will be studied. Students will be introduced to Plato's views on how to properly pursue an inquiry (methodology), the nature of the gods, the ideal state, the human soul, the virtues of wisdom, courage, temperance, justice and the vice of injustice, the distinctive nature of a philosopher, knowledge and opinion, the theory of forms, and why in this life and the next it is better to be just rather than unjust. From selected readings of Aristotle's *Metaphysics* and *Physics* students will become acquainted with Aristotle's views on wisdom, the division of the sciences, the four causes, being, substance and the accidents, and different kinds of substance (special emphasis will be given to the prime mover, God). From selected readings of the *Nicomachean Ethics*, students will study Aristotle's views on the nature of the ethical virtues with special emphasis given to two issues: (1) what does it mean to be virtuous and (2) why are one's actions not the sole indicators of a person's ethical state. Other topics that will be covered are the intellectual virtues and happiness. If time permits, Aristotle's views on friendship will also be addressed.

Requirements

1. One Paper 5-7 pages in length (approximately 1/3 of the final grade);
2. Final exam (essay format) (approximately 1/3 of the final grade);
3. Quizzes, 2-4 (approximately 1/3 of the final grade);
4. Class preparedness and participation are required and will affect the final grade.

Reading:

Plato, *The Republic of Plato*, trans. Allan Bloom (Basic Books)
Aristotle, *Aristotle's Physics*, trans. H.G. Apostle (Peripatetic)
Aristotle, *Aristotle's Metaphysics*, trans. H.G. Apostle (Peripatetic)

PL 411 01

HITLER: In Search of His Evil

James Bernauer, S.J.

TTh 3*

Level 1 – Undergraduate Electives

Description:

This course will investigate Adolf Hitler whose personal will destroyed western culture's inherited moral order as well as tens of millions of human lives. We will study his words and deeds and, most importantly, the appeal he exercised for people who, in turn, empowered him and bear responsibility for the evil he did. The purpose of the course is to confront the emergence of evil and to understand better why elites as well as average people may find it seductive.

Requirements:

I) In addition to the texts that we will read in common, each student will work individually or in a small group on either 1) a commentary on or biography of Hitler that will be examined in terms of how Hitler's evil is analyzed or avoided; or 2) studies of individuals or groups who found Hitler appealing. Public reports on these by student or panel will be made in the second half of the course. Texts for these projects will be identified at the beginning of the semester.

II) Each student will keep a course journal in which he/she will deal with the readings, presentations and class discussion. This will form the student's own interpretation of Hitler's evil.

Reading:

Adolf, Hitler *Mein Kampf*
Theodore Abel, *Why Hitler Came Into Power*
Ian Kershaw, *Hitler*
John Lukacs, *The Hitler of History*
Milton Mayer, *They Thought They Were Free*
Ron Rosenbaum, *Explaining Hitler*

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In addition there will be assorted essays on evil and a variety of videos.

PL 417 01

Socrates and Jesus

Peter Kreeft

TTh 4:30*

Level 1 - Undergraduate

The two most influential men who ever lived, they were Nietzsche's two Prime Suspects and Kierkegaard's two supreme heroes, and the two centers around which all Western civilization revolves, like planets around a double sun. They are also mirrors, for an in-depth study of the many significant and surprising similarities and differences between them will reveal much about ourselves and our civilization, just as they did to their contemporaries.

Readings from the Gospels, Plato's Socratic dialogues, Nietzsche, Kierkegaard, Guardini (THE LORD), Kreeft (SOCRATES MEETS JESUS).

Emphasis on class discussion and original essays.

PL 428 01

Introduction to Phenomenology

Jacques Taminiaux

TTh 1:30* & W 4:30-6:15

Level 1 – Undergraduate Elective

The course is an historical and textual survey of the development of the Phenomenological movement from Husserl to Heidegger.

PL 429 01

Freud and Philosophy

Vanessa Rumble

T TH 10:30*

Level 1 - Undergraduate Elective

Description:

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

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

Requirements:

Mid-term examination, five reflection papers--two pages, typed--final paper, 8-10 pages, final exam

Reading:

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

Anna Freud, *The Ego and The Mechanisms of Defense* articles, essays, or chapters by Klein, Winnicott, Kohut, Ricoeur, Marcuse, Lacan, and Girard

PL 435

Theory of the Novel

David M. Rasmussen

TTh 1:30*

Level 1 – Undergraduate Elective

This course considers the relationship between the production of literature and philosophy. Although writers do not intend to be philosophers, they do isolate and present a specific vision of reality. This course concentrates on the philosophic vision presented in specific literary texts: *One Hundred Years of Solitude*, *Crime and Punishment*, *The Sun Also Rises*, *Death in Venice*, *Light in August*, and *Madame Bovary*.

In this course we read these novels in relationship to selected texts from the history of aesthetics in *Philosophies of Art and Beauty*, ed. Hofstadter and Kuhns.

Requirements:

Mid-term and final oral examinations for all students. In addition, students are asked to prepare a short paper (3-5 pages) on a particular topic. Students may pursue a research project instead of the final exam with approval from the professor.

Reading:

Philosophies of Art and Beauty, eds. Hofstadter and Kuhns (UCP)
One Hundred Years of Solitude, Gabriel Garcia Marquez (Harper/Perennial)
Crime and Punishment, Fyodor Dostoyevsky (Penguin)
The Sun Also Rises, Ernest Hemingway (S&S, Scribner)
Death in Venice, Thomas Mann (Random House/Vintage)
Light in August, William Faulkner ((Random House/Vintage)
Madame Bovary, Gustave Flaubert (Random House/Vintage)

PL 440 01

Historical Introduction to Western Moral Theory

Jorge Garcia

MWF 1

Level 1 – Undergraduate Elective

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.

PI 455 01

Kierkegaard and Nietzsche

Stuart Martin

MWF 2

Level 1 - Undergraduate Elective

Kierkegaard and Nietzsche are two of the most important thinkers of the nineteenth century, and two leading influences on contemporary thought. This course will study their lives and the dominant themes of their thought along the lines of Christian belief and Atheistic Humanism. The class will include lectures, student reports, and analyses of some of their important and influential writings.

Requirements:

Assigned readings, 2 tests during the semester, 2 conferences, a written report.

Reading:

Kierkegaard's *Sickness Unto Death* and *Fear and Trembling*, plus selection from his Journals and other writings.

Nietzsche's *Thus Spoke Zarathustra* and *The AntiChrist*, plus other selections from *The Portable Nietzsche*, as well as readings from *The Birth of Tragedy*.

PL 470 01

Philosophy of World Religions

Peter Kreeft

TTh 10:30*

Level 1 – Undergraduate Elective

Satisfies Cultural Diversity Core Requirement

The purposes of this course are (a) to familiarize students with religious data: the teaching of each of the world's major religions; (b) to understand, empathize with, and appreciate them; (c) to appreciate one's own religion (or lack of one) better by comparison – like appreciating one's native language through studying a foreign language; (d) to philosophize critically and rationally about a subject that is not in itself critical and rational; (e) to question and search for a universal nature or core of religion if possible; (f) to raise and explore the question of religious truth: do religions make truth-claims? If so, do they contradict each other? Can all be true?" How does one decide which to believe? (g) to explore differences and similarities among world religions, especially between Eastern and Western religions; to try to find common patterns; (h) to foster dialog especially between Christianity and other world religions; (i) to examine key concepts like "pluralism", "equality", and "uniqueness" in trying to compare world religions; (j) to find and evaluate alternative possible answers to the question of comparative religions such as "exclusivism", "inclusivism", and mediating positions; (k) to explore the relation between religion and morality, religion and life in different cultures; (l) to focus on religion's cultural role as offering an overall meaning and purpose to human life and everything in it, rather than being a specialized "area" of life.

Requirements: final exam and original paper

Reading: Huston Smith, *The Religions of Man*; Hermann Hesse, *Siddhartha*; Tucker Calloway, *Zen Way, Jesus Way*; Lao Tzu, *Tao Te Ching*; assorted articles and excerpts from scriptures.

PL 473 01

Philosophy & Psychoanalysis: The Driven Subject

Rudolf Bernet, Visiting Professor

Tue/Wed/Thurs 12

Level 1 – Undergraduate Elective

Contemporary psychoanalytical theory mainly focuses on the nature of desire in its relation to the unconscious and to the other. Equally fundamental issues concerning the bodily nature of the drive and how it expresses itself in representations (or signifiers), as well as in (bodily) affects, and how it gives rise to a subject are unjustly neglected. The reason might be that psychoanalysts regard the "drive" as an all too "speculative" or "metaphysical" concept. This can only mean that the nature of the drive is, more than any other "metapsychological" theory, in need of a philosophical clarification. Such an endeavor is also justified by the frequent reference Lacan's account of the drive makes to Merleau-Ponty and it is helped by showing how Husserl's investigation into the nature of the drive deals with similar issues as the one found in Freud. However, the central issues at stake come only in view when one examines what both the psychoanalytical and the phenomenological analyses of the drive owe to a metaphysical tradition in which Aristotle, Leibniz and Schopenhauer play a prominent role. These leading philosophers account for a driven character of human life that precedes the constitution of a subjective identity and individuality. Their thought, therefore, lends itself in an exemplary manner to an investigation into how a certain experience of impersonal drives can give raise to (what sort of?) a subject. Such a philosophical investigation into the nature of the drive leads much beyond the widely debated issue concerning the nature of a sexual drive and its relation to other sorts of drive. What is at stake is no less than the fundamental dynamics of human life in the diversity of its sensuous and spiritual forms. Exploring the genesis of subjectivity from drives one is also lead to investigate how the drive relates to primitive forms of alterity and lends itself to an alteration that can take the form of a sublimation.

Recommended reading:

S. Freud, "Instincts and their Vicissitudes", *Standard Edition of Collected Works* 14, London, Hogarth Press, p. 105-140.

J. Lacan, *The Four Fundamental Concepts of Psycho-analysis*, New York and London, Norton, p. 65-200.

M. Merleau-Ponty, "The Eye and the Mind": *The Primacy of Perception*, Evanston, Northwestern University Press, 1964, p. 159-190.

M. Heidegger, *The Metaphysical Foundations of Logic*, Bloomington, Indiana University Press, 1984, p. 70-100.

A. Schopenhauer, *The World as Will and Representation*, New York, Dover, 1969, Vol. 1, Second Book, § 18-23, 26-27, 36; Vol. 2, chap.19-20, 22, 32, 41.

R. Bernet, "The Unconscious between Representation and Drive: Freud, Husserl, and Schopenhauer": J.J. Drummond and J.G. Hart (ed.), *The Truthful and the Good. Essays in Honor of Robert Sokolowski*, Dordrecht/Boston/London, Kluwer Academic Publishers, 1996, p. 81-95.

R. Bernet, "The Phenomenon of the Gaze in Merleau-Ponty and Lacan": *Chiasmi International*, Paris/Milano/Memphis, Vrin/Mimesis/University of Memphis, 1999, p. 105-118.

R. Bernet, "Unconscious Consciousness in Husserl and Freud": D. Welton (ed.), *The New Husserl. A Critical Reader*, Bloomington & Indianapolis, Indiana University Press, 2003, p. 199-219.

PL 501 01

Gadamer's Hermeneutics and Greek Philosophy

John Cleary

MWF 2

Level 3 – Undergraduate/Graduate

This course will consider the importance of ancient Greek philosophy for the theory and practice of Gadamer's hermeneutics. Even before coming under the influence of Heidegger, Gadamer had already developed an interest in Plato under the guidance of the Natorp. In fact, the reading of Greek philosophical texts always remained an integral part of Gadamer's hermeneutical practice, which guided his more general hermeneutical theory. Thus, we will read some of his most important writings on Greek philosophy, together with many of the original texts which he interprets, in order to trace the development of Gadamer's hermeneutics.

PL 503 01

Philosophy of Religion

Laura Garcia

TTh 12*

Level 3 - Undergraduate/Graduate

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 'perfect being theology,' 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 required.

PL 520 01

Introduction to Existentialism

Richard Kearney

TTh 3*

Level 3 – Undergraduate/Graduate

An introduction to the main questions of existentialist philosophy from Kierkegaard and Nietzsche to Heidegger, Sartre and Camus. The major issues dealt with include freedom and determinism, desire and death, anxiety and the search for the absolute.

Requirements: final paper, oral exam

Reading: to be provided in class

PL 529 01

Philosophy of Action

Oliva Blanchette

MW 4:30*

Level 3 - Undergraduate/Graduate

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

Readings:

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

PL 577 01

Symbolic Logic:

An Introduction to Its Methods and Meaning

Ronald Anderson, S.J.

TTh 1:30* [Fall and Spring]

Level 3 - Undergraduate/Graduate

The intent of this course is to introduce and explore the ways in which contemporary symbolic logic provides powerful but straightforward techniques and practices to express and analyze arguments. These techniques reveal the ways in which logical structure is subtly woven into our reasoning and use of language. The study of these structures is not only relevant to understanding effective reasoning and but also for exploring features of the Anglo-American analytic philosophical tradition and the foundations of mathematics, computer science, and linguistics. A number of the general features about the techniques (known as "metalogue") 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, and the paradoxes associated with self-reference (e.g. "This sentence is false".) Overall it is intended that the course provide an insight into the remarkable property of "logical necessity," a property that characterizes 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: M. Bergmann, M., J. Moor & J. Nelson, *The Logic Book* (4th edition)

PL 593 01

Philosophy of Science

Ronald Anderson, S.J.

Tuesday @ 4:30-7

Level 3 - Undergraduate/Graduate

The intent of this course is to provide an introduction to the main themes and issues of 20th century philosophy of science as well as the current issues within the discipline. Philosophy of science flourished during last century, largely as a result of the remarkable discoveries in the natural sciences which led to a transformed understanding of both the nature of science and the traditional studies within philosophy associated with the nature of physical reality.

The course will follow the historical development of the discipline in first considering the components of science knowledge and practice such as observation, induction, theory formation, features that dominated 20th century philosophy of science. Then the transformation of the discipline in the 1960s that arose by the increased attention to the history of science will be traced. The work of Kuhn dominated this transformation and helped unravel the earlier epistemologically driven philosophy of science.

Since then other voices have considerably enriched the study of science such as the increased attention to the sociology of scientific knowledge and the contribution of studies that have explored the role played by culture, power, and institutional contexts in the formation and construction of scientific knowledge. Of particular significance has been the focus on the material aspects of science such as experimentation and the nature of scientific texts in the practice of science. These studies together the role history of science has played in the discipline will figure prominently in the course as well as the more systematic issue as to how science is remarkably successful in providing us with knowledge of the structure of the world.

Requirements:

A short weekly summary (1-2 pages) on the readings of each topic; a mid-term project consisting of an exploration of one of the course topics; a final written assignment consisting of three short essays based on issues that have emerged during the class.

Readings:

- 1) Peter Godfrey-Smith, *Theory and Reality: An Introduction to the Philosophy of Science* (University of Chicago, 2003)
 - 2) Thomas Kuhn, *Structure of Scientific Revolutions* (University of Chicago, 3rd edition, 1996)
 - 3) A selection of readings
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PL 625 01

The Problem of Self-Knowledge

Joseph Flanagan, S.J.

MW 4:30*

Level 3 - Undergraduate/Graduate

"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: A mid-term and final exam, 12-15 page paper

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

PL 649 01

Philosophy of Being I

Oliva Blanchette

MW 3*

Level 3 - Undergraduate/Graduate

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 670

Technology and Culture

William Griffith

W 4:30-7

Cross Listed with MC 670/SC 670

See course description in the Computer Science Department.

PL 711 01

Heidegger's Interpretation of Aristotle:

Movement and Human Existence

Rudolf Bernet, Visiting Professor

W 4:30 – 6:15

Level - Graduate

Description:

With the recent publication of the lecture courses and articles, which Heidegger devoted to Aristotle in the years 1921-1939, it has become apparent how much his fundamental ontology of Dasein's existence owes to his interpretation of the Stagirite. While most scholars have focussed their research on Heidegger's interpretation of *poesis* and *praxis* as well as of *sophia* and *phronesis* in the *Nicomachean Ethics*, it is Aristotle's account of *kinesis* (movement) in his *Physics* that will be investigated in this seminar. Thereby it will become manifest that Heidegger's analysis of the dynamics of Dasein's existence as a "movement of life" (*Lebensbewegtheit*) that temporalizes itself under the form of an unfinished actualization of its potentialities is deeply inspired by the Aristotelian account of natural movement in his *Physics* and *Metaphysics*. The goal pursued is to show that Aristotle's conception of a driving force (*dynamis*) and of a swing (*energeia*) that are out to reach completeness (*entelecheia*) provides an inspiring basis for an understanding of human existence in (psychoanalytical) terms that remained foreign to Heidegger.

Required readings:

Aristotle, *Physica*, (II)192b 8 – 193b 21; (III) 200b 12 – 202 b 29; (IV) 217 b 29 – 224 a 17.

Aristotle, *Metaphysica*, (IX) 1045 b 25 – 1047 b 2.

M. Heidegger, "Phenomenological Interpretations with Respect to Aristotle: Indication of the Hermeneutical Situation": *Man and World* 25 (1992), p. 355-393

M. Heidegger, *Grundbegriffe der aristotelischen Philosophie* (GA 18), Frankfurt a.M., Klostermann, 2002, p. 283-329.

M. Heidegger, *Basic Problems of Phenomenology*, Bloomington, Indiana University Press, 1982, p. 231-256.

M. Heidegger, *Metaphysics Theta 1-3. On the Essence and Actuality of Force*, Bloomington, Indiana University Press, 1995.

M. Heidegger, "On the Essence and Concept of Physis in Aristotle's B, I": *Pathmarks*, Cambridge, Cambridge University Press, 1998, p. 183-230.

PL 732 01

Religion and Public Reason

David Rasmussen

Th 4:30-6:15

Level – Graduate

How do we think about religion from the point of view of public reason? In order to answer this question, we will approach classical texts like Locke: *The Reasonableness of Christianity and Letter on Toleration*, Kant: *Religion Within the Bonds of Reason Alone*, and modern texts like, Rawls: *The Law of Peoples* and Habermas's recent work on politics and religion. Also, I would like to survey the recent work of writers on Islam on the issue of religion and political interpretation. Finally, we will consider the recent contributions to the debate over religion and public reason.

PL 733 01

Levinas and Heidegger

Jacques Taminioux

T 4:30-6:15

Level - Graduate

Levinas once claimed that *Totality and Infinity* is a book "originating in a ceaseless attention paid to *Being and Time*." The purpose of this course is to determine, on a textual basis, the stakes of that ceaseless attention.

Readings: Heidegger, *Being and Time*; Levinas, *Existence and Existents*; *Otherwise than Being or Beyond Essence*

PL 748 01

Values and the Good

Jorge Garcia

W 4:30-6:15

Level – Graduate

This course examines recent treatments of fundamental questions in value theory, including those of the existence and nature of intrinsic value, the logical structure of value judgments, the types of value, so-called "organic unities," the relation of value to virtue and duty, and the connections among valuation, meaning, and emotion

Readings will be selected from the works by F. Brentano, G.E. Moore, P.T. Geach, Z. Vendler, R. Chisholm, R. Nozick, J. Raz, M. Zimmerman, J.J. Thomson, and T. Hurka, among others.

Assignments comprise an oral presentation in class and a term paper.

PL 761 01

Hegel's Phenomenology of the Spirit

Oliva Blanchette

M 6:30-8:15

Level – Graduate

Hegel's *Phenomenology* takes us from experience in its lowest form as sense certainty to its highest form as absolute knowing, with many stages along the way. This course will be a textual analysis of this very detailed science of the different shapes experience takes in the ascent to Spirit in its purest form. It will insist on method and structure of the argument as well as different key stages in the ascent such as those of mutual recognition, Spirit, and Religion, in order to arrive at a proper conception of the whole of the Spirit in its appearing.

PL 769 01

Being and Becoming

Patrick Byrne

W 4:30 – 6:30

Level – Graduate

Beginning in the middle of the 19th Century, major developments in the natural sciences challenged both classical and modernist metaphysical assumptions and systems. The publication of Darwin's *Origin of Species* confronted Western thought with an intellectual challenge of far-reaching proportions. That challenge intensified early in the 20th Century with the realization that particles behave like waves, that time undergoes strange transformations, and that the universe itself is evolving. Evolution means that genuinely novel realities come into being. This claim proved impossible to reconcile with previous metaphysics. These scientific developments, therefore, raise the problem: what kind of reality does our universe have – being or becoming?

This course explores the innovative approaches of two thinkers – A. N. Whitehead and Bernard Lonergan – and their reconstructions of metaphysics, as creative responses to this challenge. In the course we will critically examine their major writings, and their revisions of the method of metaphysics, as well as the concept of substance, the order of reality, and God and God's relation to the natural and human universe.

Course Requirements:

A 15-page term paper on a topic developed by one or both authors; a final exam comparing the two thinkers on the key issues.

Required Readings :

Greene, *The Elegant Universe*
Darwin, *The Origin of Species*
Whitehead, *Science and the Modern World*
Whitehead, *Process and Reality*
Lonergan, *Insight*
Sherburne, *A Key to Whitehead's Process and Reality*

PL 778 01

Aquinas: God, Knowledge and Will

Eileen Sweeney

T 4:30-6:15

Level - Graduate

In this class we will consider Aquinas's views on the nature of God, the state of human knowledge and the human will by comparing his account on these issues in his major works, the *Summa Theologiae*, *Summa Contra Gentiles*, and the disputed questions. We will consider both the ways in which the substance and the presentation of those views varies in these different works.

PL 787 01

Phenomenology of Fiction

Richard Kearney

W 6:15 - 8

Level - Graduate

Description:

This seminar explores a number of key philosophical themes--time, death, desire, narrative, identity--in some of the greatest modern novelists: Joyce, Proust and Dostoyevsky.

Requirements: final paper and oral

Reading: to be provided in class

PL 805 01

World of the Pre-Socratics

John Cleary

MW 4:30*

Level - Graduate

In this graduate seminar we will begin with the mythopoetic tradition of Homer and Hesiod out of which emerged the Greek natural philosophers, who developed a new type of thinking about the cosmos. The core of the course will consist of an intensive study of the fragments of Heraclitus and Parmenides, whose cosmic and metaphysical speculations challenged Empedocles, Anaxagoras and the Atomists to address central problems such as that of One and Plurality, Being and not-Being. Finally, we will consider the Sophists, who turned their attention to the human world of the polis and the practical world of politics.

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

PL 814 01

Fascisms

James Bernauer, S.J.

W 4-6

Graduate Seminar

Description:

In this course of political philosophy, we will study twentieth-century European fascisms as intellectual-political movements.

Requirement: Seminar paper of approximately 20 pages.

Required Texts:

Stanley Payne, [A History of Fascism](#)

Hannah Arendt, [The Origins of Totalitarianism](#)

Georges Sorel, [Reflections on Violence](#) (selections)

Michel Foucault, [A History of Sexuality I](#)

Michel Foucault, ["Society Must Be Defended: Lectures at the Collège de France 1975-1976"](#)

Klaus Theweleit, [Male Fantasies](#)

I: [Women, Floods, Bodies, History](#)

II: [Male Bodies: Psychoanalyzing the White Terror](#)

Jeffrey Schnapp (ed), [A Primer of Italian Fascism](#)

George Mosse (ed), [Nazi Culture](#)

PL 823 01

Heidegger's "Turn"

William Richardson, S.J.

Th 6:30-9:00

Level - Graduate

Heidegger claimed his only concern was the "Being-question": what is the meaning of Being (*Sein*) in its difference from the beings (*Seiende*) it lets be? Yet after the brilliant beginning of *Being and Time* (1927), his method changed so radically that many believed he had forsaken the enterprise as a failure and undertaken something new. Eventually he admitted there had indeed been a "turn" in his thinking in the 1930's, but one imposed by fidelity to his question rather than an abandonment of it.

This course will trace and assess this "turn" by examining texts that help us understand it.

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.

Requirements: class presentations, oral exam

Texts: *Being and Time* (Macquarrie and Robinson translation only)

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