

Fall 2008 Electives

COURSE #	CR	LV	COURSE TITLE	SCHEDULE	INSTRUCTOR
PL16001	3	L	CHALLENGE OF JUSTICE	T TH 9*	MULLANE
PL16002	3	L	CHALLENGE OF JUSTICE	T TH 10 30*	COPELAND
PL19301	3	1	CHINESE CLASSICAL PHILOS	T TH 10 30*	SOO
PL23301	3	1	VALUES/SOC SERV/HLTH CARE	TH 4 30-6 50	MANZO
PL25901	3	1	PERSP:WAR/AGGRESSION	T TH 12*	MULLANE
PL26101	3	1	TELLING TRUTHS I	W 3-4 50	HIRSCH
PL26401	3	1	LOGIC	M W F 11	MARTIN
PL26402	3	1	LOGIC	M W F 2	PURCELL
PL26403	3	1	LOGIC	M W F 3	PURCELL
PL26801	3	1	HIST AND DEVEL OF RACISM	T 3-6 30	MARCUS
PL29101	3	1	PHILOS OF COMMUNITY I	T 4 30-6 20	MC MENAMIN
PL29101	3	1	PHILOS OF COMMUNITY I	T 4 30-6 20	FLANAGAN
PL33301	3	1	PHILOSOPHY OF TOLKIEN	T TH 1 30*	KREEFT
PL33801	3	1	HEIDEGGER PROJECT I	T TH 1 30*	HANSON
PL34301	3	1	INTRO/BLACK PHILOSOPHY	T TH 12*	GARCIA
ALTID	3	U	BK34301: INTRO TO BLACK PHILOSOPHY	T TH 12	GARCIA
PL35001	3	1	WAY LIFE LATE ANTIQUITY	M W F 1	O'BRIEN
PL39601	3	1	PERSPECTIVES SEMINAR	F 3-4 30	FLANAGAN
PL39601	3	1	PERSPECTIVES SEMINAR	F 3-4 30	KOHLER
PL40501	3	1	GREEK PHILOSOPHY	M W F 2	GURTLER
PL40601	3	1	MODERN PHILOSOPHY	T TH 10 30*	SOLERE
PL42301	3	1	SPANISH AMERICAN PHIL	T TH 4 30*	GURTLER
PL42901	3	1	FREUD & PHILOSOPHY	T TH 1 30*	RUMBLE
PL43401	3	1	CAPSTONE:ETHICS/PROFESSNS	T 2-4 30	SPINELLO
PL44701	3	1	FASCISMS	T TH 3*	BERNAUER
PL45501	3	1	KIERKEGAARD/NIETZSCHE	M W F 2	MARTIN
PL47001	3	1	PHIL OF WORLD RELIGIONS	T TH 3*	KREEFT
PL50801	3	3	DANTE'S DIVINE COM/TRANS	T TH 10 30*	MORMANDO
PL51501	3	3	LOVE&FRIEND ANCIENT WORLD	M W F 9	MC COY
PL51801	3	3	PHILOSOPHY OF IMAGINATION	T TH 3*	KEARNEY
PL52401	3	3	ETHICS: AN INTRODUCTION	M W F 1	MADIGAN
PL54001	3	3	PHILOSOPHY OF LIBERATION	M W 3*	BLANCHETTE
PL54301	3	3	NORMATIVE CONFLICT	T TH 4 30*	GARCIA
PL55001	3	1	CAPSTONE:BUILDING A LIFE	M 3-5 20	MC MENAMIN
*ALTID	3	U	UN55001: CAPSTONE:BUILDING A LIFE	M 3-5 20	MC MENAMIN
PL57701	3	3	SYMBOLIC LOGIC	T TH 9*	SMALLIGAN
PL59301	3	3	PHILOSOPHY OF SCIENCE	T 4 30-6 50	BYRNE
PL59501	3	3	KANT'S CRITIQUE	M W 3*	TROXELL
PL60901	3	3	AESTHETICS/PHENOMENOLOGY	M W 12-1 50 SEPT 3 - OCT 31	FIGAL
PL61101	3	3	GLOBAL JUSTICE&HUM RIGHTS	T TH 1 30*	RASMUSSEN
PL62201	3	3	PHILOSOPHY AND MUSIC	T 4 30-6 15	SALLIS
PL62501	3	3	PROBLEM OF SELF-KNOWLEDGE	M W 3*	ONYANGO- ODUKE
PL67001	3	3	TECHNOLOGY & CULTURE	W 4 30-6 50	GRIFFITH
PL70601	3	G	ADVANCED MEDIEVAL PHILOS	W 2-3 50	SOLERE
PL74301	3	G	HERMENEUTICS OF FICTION	T 6 30-8 15	KEARNEY

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 233 01 Values in Social Services and Health Care

David Manzo Th 4:30-650

Level 1 – Undergraduate Elective

Description:

"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 2 grading options. Option A includes an 8-hour per week field placement with PULSE. Option B includes a 4-hour per week placement with 4Boston or a similar commitment.

PL 259 01 Perspectives on War and Aggression

Matthew Mullane TTh 12*

Level 1 – Undergraduate Elective

Description:

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 261 01

**Telling Truths: Writing for the Cause
of Justice**

Kathleen Hirsch

W 3-450

Level 1 – Undergraduate Elective

Description:

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

Requirements: A PULSE, 4-Boston or other voluntary involvement strongly recommended.

Readings: Selected works of contemporary fiction, urban poetry, rap music, oral history, memoir, and non-fiction.

PL 264 01

Logic

Stuart Martin

MWF 11

Level 1 – Undergraduate Elective

Description:

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

Lynn Purcell

MWF 2

MWF 3

Level 1 – Undergraduate Elective

Description:

This course is designed to introduce students with no previous knowledge of logic to the terms, forms, symbols, and methods of logical reasoning. The course will have four parts, each of which is designed to emphasize a different point in the history of philosophy. The first will introduce students to the forms of rigorous argumentative analysis, which are most widely used in philosophy, and which have relevance for standardized tests such as the LSAT and GMAT. The second portion will consider formal logic, as developed principally by Aristotle and used later by Kant. The third portion will examine the development of symbolic logic, which has been the mainstay of contemporary Analytic philosophy. Finally, we will turn to a consideration of the development of axiomatic set theory and Gödel's incompleteness theorems, which have recently found much use in contemporary Continental philosophy.

Requirements:

There will be bi-weekly homework assignments, which enable students to practice the concepts learned. There will also be a mid-term and a final.

Readings:

Hurley, Patrick . *A Concise Introduction to Logic*. United States of America: Thompson Learning Inc., 2006.
Nagel and Newman. *Gödel's Proof*. New York and London: New York University, 2001.

PL 268 01

History and Development of Racism

Paul Marcus

T 3-6 30

Level 1 – Undergraduate Elective

Satisfies Cultural Diversity Core Requirement

Description:

This course includes a discussion of major forces that 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; *Lies My Teacher Taught Me*, Loewen; *Hard Road to Freedom*, Horton; *The Debt*, Robinson; Selected articles

PL 291 01 Philosophy of Community I

Joseph Flanagan, S.J. T 4:30-6:20
David McMenamin

Level 1 – Undergraduate Elective

Prerequisites: Limited to members of the PULSE Council

Description:

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

Peter Kreeft TTh 130*

Level 1 – Undergraduate Elective

Description:

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. Tolkein: *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

Description:

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 343 01 Introduction to Black Philosophy

Jorge Garcia TTH 12

Level 1 – Undergraduate Elective

Description:

The course introduces students to the philosophical examination of important writings by or about persons of African descent. Topics treated include the morality of community leadership, racism's nature and psychology, African-American oppression and advancement, the content and ethics of racial identity, the reality and construction of races, and racial pride and shame.

Requirements: Two in-class midterm examinations and essays comprising about twelve pages in answer to a take-home final examination

Reading: Will be drawn from works by W. E. B. DuBois, Henry Louis Gates Jr. and Cornel West, Lewis Gordon, and others.

PL 350 01 Philosophy as a Way of Life in Antiquity**Gerard O'Brien, S.J. MWF 1**

Level 1 – Undergraduate Elective

Description:

This course examines the major philosophies of life after Aristotle, Stoics, Epicureans, Cynics and Neo-Platonist, with a stress on the texts of the philosophers themselves studied in translation, and their conclusions as to the best way to live.

PL 405 01 Greek Philosophy**John Cleary MWF 2**

Level 1 – Undergraduate Elective

Description:

This course will explore a number of central problems and topics that were of major concern to Greek and Roman philosophers in the ancient world. For instance, nature, change, and cause are the principal themes to be studied in relation to Presocratic philosophers like Heraclitus, Parmenides, and the Atomists. But the turning of attention

away from nature and towards human affairs began already with the Sophists and was continued by Socrates, whose novel mode of inquiry deeply influenced different philosophical schools like the Platonists, Aristotelians, Stoics, and Sceptics. From this focus on the human world there arose new questions about human happiness and its relation to virtue. The quite different answers to these questions given by different schools of philosophy also had important political implications concerning the best way of life to pursue within the city state (polis). On the broader cosmological and metaphysical levels, Greek and Roman thinkers also speculated about the nature of the divine and its relationship with the natural world.

Requirements: Active class participation, 3 short research papers

Reading: T. Irwin, *Classical Philosophy*. Oxford, 1999
C.D.C. Reeve & P.L. Miller (eds.) *Introductory Readings in Ancient Greek and Roman Philosophy*. Hackett, 2006

PL 406 01 Modern Philosophy

Jean-Luc Solere T Th 10:30*

Level 1 – Undergraduate Elective

Description:

From Descartes to Kant, we will study the main philosophies which have punctuated the rise of the modern mind: a period where a conquering rationality affirmed its autonomy and led to the idea of Enlightenment, but at the same time reflected on its own limits. In relation with the development of scientific knowledge and the transformations of Western societies, the metaphysical, epistemological, ethical and political aspects of modern thought will be thoroughly considered.

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

Requirements:

3 synthesis papers: 2 midterms and 1 final

PL 423 01

Spanish American Philosophy

Gary Gurtler, S.J. TTH 430

Level 1 – Undergraduate Elective

Satisfies the Cultural Diversity Core Requirement

Description:

The course is designed to give the student an opportunity to look at some fundamental philosophical issues regarding human nature and the origins and development of human thought from a fresh perspective. Unamuno's *Tragic Sense of Life* presents a critique of the rationalism of modern European thought by focusing on human life as dream, theater and struggle. His work forms part of the existentialism current in Europe at the turn of the last century, but with the tragic sense that derives from the Spanish character going back to Cervantes' *Don Quixote*. Octavio Paz, in *The Labyrinth of Solitude*, explores the meaning of human existence through the lens, or perhaps the mask, of the Mexican quest for identity at the end of the present century. Here is a dual task in addressing Mexico's colonial and Indian past as well as the challenge of the Anglo-Saxon culture to its north. Paz works these out through the mask of dissimulation, the day of the dead and solitude of self and others. Xavier Zubiri, finally, will present a Spanish version of Twentieth Century phenomenology. Zubiri traces human knowing as sentient thinking to primordial apprehension, which expands to the field through logos and to the world through thought.

Requirements: class summaries, class presentation, 10-15 page paper, midterm and final exam.

Reading: *Tragic Sense of Life*, Miguel de Unamuno, trans. by J. Crawford Fritch (New York, Dover Publications, 1954) ISBN 0-486-20257-7; *The Labyrinth of Solitude*, Octavio Paz, trans. by Lysander Kemp et al. (New York, Grover Press, 1985) ISBN 0-8021-5942-X. Excerpts from Zubiri's *Inteligencia Sentiente* will be provided in translation.

PL 429 01

Freud and Philosophy

Vanessa Rumble T TH 1:30*

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 434 01

**Ethics in the Professions
(A Capstone Course)**

Richard A. Spinello
Level 1 – Undergraduate Elective

T 2-430

Description:

This course deals with two distinct but complementary approaches to ethics. Its chief concern is how to analyze various moral dilemmas that arise in professions such as law, medicine, and business. Before considering a number of cases highlighting such dilemmas, we will lay the foundation by reviewing some general ethical frameworks along with common themes in moral philosophy such as the relationship between ethics and anthropology. Generic ethical issues to be discussed will include confidentiality, deception and lying, fundamental human rights, and autonomy.

In addition to this sort of analysis, the course also focuses on the most fundamental ethical issue of all: how does the human person flourish and live a worthwhile life? This dimension of the course encourages serious self-scrutiny as it addresses larger moral questions such as the following. Is moral authenticity possible? What is the connection between truth and freedom? Is God necessary to achieve ultimate happiness? Is virtue *really* its own reward? How do we manage the relationship between our professional and personal lives? We will rely on two short philosophical treatises, a movie, and several essays to help us reflect on these questions.

Requirements:

The factors to be taken into account in determining the student's final grade are the following:

<i>Factor</i>	<i>Approximate Weight</i>
Class Participation/Attendance	20%
Intellectual/Moral Develop. Biography	20%
Written Assignments	40%
Take Home Final Exam	20%

Readings: *The Consolation of Philosophy*, Boethius, trans. R. Green
The Ethics of Authenticity, Charles Taylor
Evangelium Vitae, Pope John Paul II
HBS Case Studies (Package available at B.C. Bookstore)

PL 447 01**Fascisms****James Bernauer, S.J. T TH 3***

Level 1 – Undergraduate Elective

Description:

This course in cultural & political philosophy will study twentieth-century European Fascisms as ideologies, practices of political religion and forms of erotic community. The special focus will be Fascism's appeal as a force for moral, spiritual and erotic renewal in Western culture. In addition to original documents, the reading list will include writings from a wide variety of thinkers. Films will also be utilized as learning instruments.

Requirements:

1) Regular class attendance and participation. 2) Participation in a research project on a particular theme relevant to Fascism. This will be written up in a paper submitted at the end of the semester. 3) Keeping of a course journal (at least one entry per week) in which the student will bring his/her interests into conversation with the readings, class discussions and the films that will be shown. These journals will be submitted three times during the semester.

Readings:

Stanley Payne, A History of Fascism.

Jeffrey Schnapp (ed), A Primer of Italian Fascism (selections)

Robert Paxton, The Anatomy of Fascism

Hannah Arendt, The Portable Hannah Arendt (selections)

Michel Foucault, A History of Sexuality I

Klaus Theweleit, Male Fantasies

I: Women, Floods, Bodies, History

II: Male Bodies: Psychoanalyzing the White Terror

PL 455 01 Kierkegaard and Nietzsche

Stuart Martin MWF 2

Level 1 - Undergraduate Elective

Description:

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.

Nierzsche'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 3***

Level 1 – Undergraduate Elective

Satisfies Cultural Diversity Core Requirement**Description:**

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: mid-semester exam, 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 508 01 Dante's *Divine Comedy* In Translation

Franco Mormando

TTH 10:30

Level 3 – Undergraduate/Graduate Elective

Description:

An introduction to and critical reading of the *Divine Comedy* (in English translation), one of the world's greatest epic poems, a literary achievement to be compared to "nothing but the *entire* dramatic work of Shakespeare" (T.S. Eliot) produced by "the chief imagination of Christendom" (Yeats).

Dante's journey through Hell, Purgatory, and Paradise will be analyzed at its multiple levels of interpretation: literal and allegorical, theological, philosophical, political, and literary.

Compendium of an entire epoch of European civilization, the *Comedy* will also be interrogated for its responses to the fundamental questions of human existence: God, the Cosmos, the Self, Good and Evil, Right and Wrong, Suffering and Happiness.

Open to undergraduates and graduate students.

PL 515 01 Love and Friendship in the Ancient World

Marina B. McCoy

MWF 9

Level 1 – Undergraduate Elective

Description:

In this course we will explore the ideas of a variety of ancient authors on love and friendship. We will explore romantic love, friendship, marital love, love of self, and love of God. The course will be focused around the question, "what is love?" and the nature of human desire.

Readings will include lyric poetry, Homer, and other Greek literary works, Plato, Aristotle, selections from the Bible, Ovid, the Stoics, and Augustine. Specific editions TBA.

Requirements:

Active participation in class discussion
Several short papers
Final examination

PL 518 01 Philosophy of Imagination

Richard Kearney T TH 3*

Level 3 – Undergraduate/Graduate Elective

Description:

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

Requirements & Readings: to be explained in class.

PL 524 01 Ethics: An Introduction

Arthur R Madigan, S.J. MWF 1

Level 3 – Undergraduate/Graduate

Description:

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:

- 20% Exercise on Frankena, Ethics.
- 00% First draft of an essay on basic ethical questions.
- 20% Exercise on Adler, The Time of Our Lives.
- 10% Second draft of an essay on basic ethical questions.
- 30% Third draft of an essay on basic ethical questions.
- 20% End of term exercise (short answers and essays)

Grades may be adjusted to reflect class participation.

Students should secure the following: William K. Frankena, Ethics; Mortimer J. Adler, The Time of Our Lives; John Finnis, Fundamentals of Ethics.

PL 540 01 Philosophy of Liberation

Oliva Blanchette MW 3*

Level 3 – Undergraduate/Graduate Elective

Description:

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

PL 543 01 Normative Conflict

Jorge Garcia TTH 430*

Level 3 – Undergraduate/Graduate Elective

Description:

The course critically scrutinizes recent theoretical proposals for resolving apparent practical conflicts among or within moral norms or values. Readings will be drawn from works by recent Anglo-American moral theorists.

Requirements: One take-home midterm examination and one take-home final examination, each comprising about twelve pages; there may also be an in-class oral presentation.

PL 550 01 Capstone: Building a Life

David McMenamin M 3-5:20

Level 1 – Undergraduate Elective

Prerequisites: PULSE: Person and Social Responsibility I & II

Description:

This Capstone course is designed for seniors who have taken PULSE. Using an approach based in It invites students to explore the ways that they might integrate their PULSE service and learning experiences into their post graduate choices.

Sample Readings:

Mircea Eliade, selections from *Myth and Reality*

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

Lorraine Hansberry, *Raisin in the Sun*

Andrew Delbanco, *The Real American Dream*

Leo Marx, *The Machine in the Garden*

Requirements:

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

Four papers, including final exam.

Brief weekly writing assignments on the readings

PL 577 01 Symbolic Logic

Jennifer Smalligan TTH 12*

Level 3 – Undergraduate/Graduate Elective

Description:

Symbolic logic provides a rich set of tools for analyzing and evaluating arguments. Logic is not just a body of knowledge, it is also a skill. Learning logic is much like learning to speak a language or play an instrument: one begins with relatively simple concepts and techniques and—with practice—eventually progresses to more complex ones. For this reason, the course will aim to introduce students to fundamental logical concepts and techniques in a hands-on way, with a focus on solving problems.

The first part of the course will introduce sentential logic, a system which takes sentences to be the basic units of logical analysis. We will learn techniques for symbolically representing sentences; we will be introduced to concepts such as validity and invalidity, logical equivalence, and logical consequence; and we will develop a natural deduction system and study some of its properties. In the second part of the course, we will study predication and quantification, allowing us to analyze more complex arguments. The third part of the course will provide an introduction to one of the most important results in modern logic: Gödel's Incompleteness Theorems. We will consider both the basic form of the proof and its philosophical significance.

Throughout the course we'll keep an eye on the application of symbolic logic to philosophy, using the skills acquired to analyze philosophical arguments. If time and interest permits, we will consider some important features of Aristotelian logic and Stoic logic and compare these systems with modern logic.

Requirements:

1) Weekly problem sets (40% of grade) 2) Midterm (20%) 3) Final exam (30%) and 4) Class participation (10%).

Readings:

1) Graeme Forbes, *Modern Logic: A Text in Elementary Symbolic Logic* (Oxford University Press 1994) and 2) Ernest Nagel and James R. Newman, *Gödel's Proof* (Routledge Classics 2005)

PL 593 01 Philosophy of Science**Patrick Byrne T 4:30-650****Level 3 – Undergraduate/Graduate Elective****Description:**

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 be 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 giants in the history of science: Galileo Galilei 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: Sobel, *Galileo's Daughter*; 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, Hacking, Hanson, Hempel, Lakatos, Lonergan, Popper, Reichenbach, Supper, Tesh, and, Weber

PL 595 01 Kant's Critique

Mary S. Troxell MW 3*

Level 3 – Undergraduate/Graduate Elective

Description:

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 609 01 Aesthetics as Phenomenology

Gunter Figal MWF 12-150 (Sept. 3 – Oct. 31)

Level 3 – Undergraduate/Graduate Elective

Description:

Art has been a theme of philosophy from its very beginning. In the establishing of philosophy as such, the critique of poetry and myth in favor of conceptual rationality played an essential role. But the old dispute between poets and philosophers has never been brought definitively to an end. In modern philosophy, poetry or art in general is often regarded as complementary or even as superior to philosophical thinking. In this course I would like to take up this problem by elucidating the rational character of art itself. My leading question concerns the way in which art can be conceived as

knowledge; it is the question as to what particular kind of evidence is produced by art. This question will be approached phenomenologically, that is, through discussion of the demonstrative character of art. Art will be understood as a special kind of revealing or showing. Among the aspects to be discussed are the particular presence of artworks, the relation between art and nature, and, finally, the tension between artworks and philosophical descriptions. In the discussion I will refer primarily to Plato, Aristotle, Kant, and Heidegger.

PL 611 01

Global Justice and Human Rights

David Rasmussen

T TH 1:30*

Level 3 – Graduate/Undergraduate Elective

Description: Twenty percent of the world's population live on a dollar a day and forty-five percent live on two dollars a day. How do we think about justice; not from a domestic or even Western perspective, but from the point of view of the world as such? Is it possible to think of global justice in relationship to the explosion of human rights discourse and law from World War II on? As students of philosophy we will consider the arguments for and against global justice. As philosophical interpreters we will examine the emerging narrative on human rights as it takes place in institutional developments and international law. We will examine the modern history of the idea of global justice from its formulation in social contract theory in Hobbes and Locke, through Kant's idea of cosmopolitan justice; to its contemporary reconstruction in John Rawls, Charles Beitz, David Held, Jürgen Habermas, Thomas Pogge and others. In the context of examining the status of global justice we will consider the problem of world poverty, the rights of minorities, violence and how human rights can be defended in a global context.

Topics: Justice from Hobbes to Kant. Beyond the Idea of National Sovereignty. The Cosmopolitan Idea. World Poverty and Human Rights. A Reconstructive Approach to Justice and Human Rights. Justice, Feminism and the Rights of Minorities. Non-Western vs. Western Perspectives. Religion, Justice and Rights. War, Terrorism and Modernity..

Class Requirements: There will be an oral mid-term and a take home final. Also, students are asked to write a ten-page paper on some aspect of the course topic. You must choose your topic by the time of the midterm. You may choose from any of the issues in human rights global justice. Attendance is mandatory and class participation is required. In accord with the size of the class, class presentations are a possibility.

Required Tests:

- Beitz, Charles. *Political Theory and International Relations*. Princeton: Princeton University Press. 1979
- Rawls, John. *The Law of Peoples*. Cambridge: Harvard University Press. 1999
- Kant, Immanuel. *Perpetual Peace and Other Essays*. Indianapolis: Hackett Publishing Company. 1983
- Pogge, Thomas. *World Poverty and Human Rights*. Cambridge: Polity Press. 2002.

Hayden, Patrick. *The Philosophy of Human Rights*. St. Paul:
Paragon House. 2001
Donnelly, Jack. *International Human Rights*. (Third Edition)
Bolder: Westview Press. 2007.

PL 620 01 Aristotle's *Politics*

John Cleary MW 4:30

Level 3 – Undergraduate/Graduate Elective

Description:

This course will involve a careful reading of Aristotle's *Politics* from the perspective of civic education (paideia) and political praxis within the ancient Greek polis. It can be read as a continuation of the educational project undertaken in the *Nicomachean Ethics*; namely, the cultivation and perfection of the civic virtues through philosophical reflection. As evidenced by Book II of the *Politics*, it can also be read as Aristotle's response to Plato's political utopianism in the *Republic* and the *Laws*. In fact, Aristotle himself engages in some utopian political thinking when he constructs an ideal polis, as well as a second-best polis, which involves a mixed constitution. But he stays much closer to Greek commonsense by insisting that the household (oikos) is an essential part of any polis, which requires slavery for its economic sustenance. Finally, in *Politics* Book VIII, Aristotle outlines a curriculum for the education of the sort of citizens required for the existence of the best and second-best cities.

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

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

PL 622 01 Philosophy and Music

John Sallis T 430-615

Level 3 – Undergraduate/Graduate Elective

Description:

This course will explore the way in which various philosophers from Plato to Heidegger

concepts such as participation, causality, creation, being, essence and existence, form and matter, substance and accident, etc. The class is especially designed for giving graduate students a strong and in-depth presentation of medieval thought, an essential moment of the development of western philosophy.

Requirements:

Class participation and presentations; final paper.

PL 743 01 Hermeneutics of Fiction

Richard Kearney T 6:30-8:15

Level - Graduate

Description:

A close reading of Paul Ricoeur's second volume of *Time and Narrative*, devoted to the hermeneutic analysis of fiction. This model of "configuration" will inform a number of readings of modern novels by Joyce, Wolfe, Proust and Mann. The seminar will also examine the critical relationship between hermeneutical and deconstructive readings.

Requirements & Readings: to be explained in class.

PL 746 01 Rawls' Later Philosophy

David Rasmussen Th 4:30-6:15

Level – Graduate

Description:

The year 2002 was marked by the death of John Rawls who was often referred to as the most important political philosopher of the 20th century. Toward the end of his life Rawls worked very hard to complete his work publishing a series of books including *The Law of Peoples*, *Justice as Fairness Revisited*, *Lectures on Moral Philosophy* and his *Collected Papers*. His famous *Theory of Justice* (1971) and *Political Liberalism* (1993) complete the Rawlsian corpus. Apart from the question of the import of his work and its overall contribution to political philosophy, the most significant task of the course

will be to develop that set of ideas which are basic for the development of *Political Liberalism*. Our principle task will be to evaluate the concept of **reasonability** developed in the later period, as well as the associated notion of **public reason** which constitute the core of Rawls later philosophy. In particular we will be concerned with the role of political philosophy in a global culture, evaluating of the roles of religion and human rights.

Requirements: The requirements will concentrate on the set of ideas introduced in *Political Liberalism*. We will consider the other works in relation to it. Students will write a research paper on a topic of their choosing with the approval of the professor.

Readings: John Rawls, *Political Liberalism*
Law of Peoples
Lectures on Moral Philosophy
Collected Papers
Justice as Fairness Revisited
Theory of Justice

PL 761 01 Hegel's Phenomenology of the Spirit

Oliva Blanchette M 6:30-8:15

Level – Graduate

Description:

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 828 01 German-Jewish Thinkers

James W. Bernauer, S.J. W 4:30-6:20

Level – Graduate

Description:

The brilliance and tragedy of German(+Austrian)-Jewish Culture is decisive for interpreting twentieth century experience. This graduate seminar will examine writings of some of its major thinkers including Arendt, Buber, Freud, Kafka and Strauss. Students will be encouraged to develop their own interest in a particular figure (not limited to the ones named here) or aspect of the culture. Graduate term paper and participation in the seminar are the requirements.

PL 829 01

Derrida: Early and Late

Jeffrey Bloechl

M 2-350

Level – Graduate

Description:

Reading and discussion of key texts ranging across Derrida's work, but gathered around his relation to three major themes: deconstruction and metaphysics (Derrida and Heidegger), being and khora (Derrida and Plato), différance and God (Derrida and Marion). Other topics / concepts to be discussed include: the logic of supplementarity, messianism, and forgiveness.

PL 831 01

Plato's Theaetetus

John Sallis

TH 430-615

Level – Graduate

Description:

This course will consist in a close reading of the *Theaetetus*. The bearing of the dialogue on such themes as nature, speech, and wonder will be explored. Special attention will be given to the dramatic features of the dialogue and to the interplay between these features and the more explicitly theoretical discourses.

PL 841 01

Being and Space

Gunter Figal

MW 6-750 (Sept. 3 – Oct. 31)

Level – Graduate

Description:

Everything that is, is somewhere; nothing can be without being in a place, that is, in space. This is indicated by the way in which, when pointing to something existing, one uses the expression, There is. . . . Nevertheless, the philosophical concept of being has, for the most part, been elaborated without extensive consideration being given to space. In ontological thinking space and place remain largely implicit, though they are nonetheless tacitly operative in this thinking. The leading questions of the course will be: How is this tacit involvement to be understood, and how is ontology to be reconsidered once its spatial character has been made explicit. The crucial importance of spatiality for the experience of beings was first discovered by Husserl and subsequently confirmed by Heidegger and Merleau-Ponty. Hence, a reconsideration of being that takes account of space takes the form of a phenomenological ontology. The background for discussing such an ontology will be provided by consideration of Parmenides and Aristotle. I will then consider Husserl's analyses in *Thing and Space* and in *Ideas II*, Heidegger's conception of space in *Being and Time* and in *Art and Space*, and Merleau-Ponty's reflections on the spatial character of painting in *Eye and Mind*. I will then attempt to elucidate the way in which space must be conceived in order to develop the spatial meaning of being. As to contemporary conceptions, I will refer to John Sallis's *Force of Imagination* and to my own book *Gegenständlichkeit*.

PL 855 01

Seminar: Heidegger I

Thomas Owens

W 3-4:30

Level – Graduate

Description:

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

Readings: *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

Description:

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, Routledge (paperback)
Robert Sokolowski, *Introduction to Phenomenology*, Cambridge Univ. Press, 2000 (paperback)

PL 990 01

Teaching Seminar

Richard Cobb-Stevens

F 4:30-6

Level – Graduate

Description:

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.