

FALL 2009 PHILOSOPHY ELECTIVES

Course#	Cr	Lv	Title	Day/Time	Instructor
PL11601	3	1	MEDIEVAL RELIGION&THOUGHT	T TH 9*	BROWN
PL16001	3	1	CHALLENGE OF JUSTICE	T TH 9*	MULLANE
PL16002	3	1	CHALLENGE OF JUSTICE	T TH 4 30*	POPE
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
PL29301	3	1	CULTURE/SOCIAL STRUCT/I	T 4 30-6 20	FLANAGAN/McMENAMIN
PL33501	3	1	PLATONIC DIALOGUES	T TH 10 30*	O'BRIEN
PL33801	3	1	HEIDEGGER PROJECT I	T TH 1 30*	OWENS
PL37701	3	1	ETHICAL THEORY	T TH 12*	GARCIA
PL40401	3	1	RHETORIC:BEAUTY&TRUTH	M W F 9	MC COY
PL40501	3	1	GREEK PHILOSOPHY	T TH 4 30*	GURTLER
PL40601	3	1	MODERN PHILOSOPHY	T TH 10 30*	SOLERE
PL41101	3	1	HITLER/SEARCH OF HIS EVIL	T TH 12*	BERNAUER
PL42901	3	1	FREUD & PHILOSOPHY	M W F 10	BLOECHL
PL45501	3	1	KIERKEGAARD/NIETZSCHE	M W F 2	MARTIN
PL50001	3	3	PHILOSOPHY OF LAW	T TH 1 30*	RASMUSSEN
PL50801	3	3	DANTE'S DIVINE COM/TRANS	M 3-5 30	SHEPARD
PL52401	3	3	ETHICS: AN INTRODUCTION	M W F 1	MADIGAN
PL54801	3	3	ART,ETHICS,&MODERNITY	T TH 1 30*	MILES
PL55001	3	1	CAPSTONE:BUILDING A LIFE	M 3-5 20	MC MENAMIN
PL57701	3	3	SYMBOLIC LOGIC	T TH 9*	DEPT
PL58401	3	3	C.S. LEWIS	T TH 3*	KREEFT
PL59301	3	3	PHILOSOPHY OF SCIENCE	T 4 30-6 20	MCKAUGHAN
PL59501	3	3	KANT'S CRITIQUE	M W 3*	TACELLI
PL60601	3	3	PHILOSOPHY&PAINTING	TH 4 30-6 50	SALLIS
PL61401	3	3	PASSIONS:MEDIEV/MOD VIEWS	T TH 10 30*	SWEENEY
PL62301	3	3	SPIRITUAL EXISTENCE	T TH 3*	BERNAUER
PL62501	3	3	PROBLEM OF SELF-KNOWLEDGE	M W F 3	ONYANGO-ODUKE
PL64901	3	3	PHILOSOPHY OF BEING I	M W 3*	BLANCHETTE
PL67001	3	3	TECHNOLOGY & CULTURE	W 4 30-6 50	GRIFFITH
PL70601	3	G	ADVANCED MEDIEVAL PHILOS	W 2-3 50	SOLERE
PL70701	3	G	HABERMAS:LAW&POLITICS	TH 4 30-6 20	RASMUSSEN
PL71001	3	G	VULNERABILITY AND GREEKS	M 2-4 30	MC COY
PL73801	3	G	HUSSERL	T 4 30-6 20	STAITI
PL74801	3	G	VALUES AND THE GOOD	TH 4 30-6 20	GARCIA
PL75401	3	G	HEIDEGGER&QUESTION/TRUTH	T 4 30-6 50	SALLIS
PL77201	3	3	INSIGHT AND BEYOND I	W 4 30-6 50	BYRNE
PL78001	3	G	READINGS IN THEORY	TH 3-5 30	NIELSEN
PL82001	3	G	HEGEL,KIERKEGAARD,BLONDEL	M 6 30-8 15	BLANCHETTE
PL85501	3	G	SEM:HEIDEGGER I	W 3-4 30	OWENS
PL99001	0	G	TEACHING SEMINAR	M 4 30-6 50	BYRNE

**PL 193 01 Chinese Classical Philosophy:
Confucianism, Taoism, and Buddhism**

Frank Soo TTh 10:30*

Level 1 – Undergraduate Elective

Satisfies Cultural Diversity Core Requirement

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 233 Values in Social Services and Health Care

David Manzo Th 4:30-6:50

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 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 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 experience with logic to the basic terms, forms, symbols, and methods of logical reasoning especially as they have become important for philosophical thought. The course, then, 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 is most widely used in philosophy, and which has relevance for standardized tests such as the LSAT and GMAT. The second will consider *formal* logic, as developed principally by Aristotle, and which was put to use by Immanuel 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, which has recently found its most salient use in contemporary Continental philosophy.

Requirements:

Weekly homework assignments. Two tests. A final.

Reading:

Hurley, Patrick J. *A Concise Introduction to Logic*. United States of America: Thompson

Learning Inc., 2006.

Nagel, Newman. *Gödel's Proof*. Ed. Douglas R. Hofstadter. New York: New York University Press, 2001.

PL 293 01 Cultural and Social Structure I

Joseph Flanagan, S.J.
David McMenamin

T 4:30-6:20

Level 1 – Undergraduate Elective

Prerequisites: *Limited to members of the PULSE Council*

Description:

This course is one in the four semester cycle of courses designed for members of the Boston College PULSE Council. In this course we attempt to lay a foundation for understanding contemporary ways in which people choose to structure -- literally and figuratively -- the way they live together. Our study centers on questions about how our cultural and social structures are the concrete expression of what we value, of the things we consider meaningful and important.

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

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

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

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

PL 335 01

Platonic Dialogues

Gerard O'Brien, S.J. MW 3*

Level 1 – Undergraduate Elective

Description:

This is a course in what are generally called the early and middle dialogues of Plato, including most of his best known works such as *The Republic*, *Symposium*, *Phaedo*, *Protagoras* *Gorgias* and several others. The emphasis will be on reading the text in translation and attempting to think out the questions along with Plato. Some reading of secondary sources is expected, but these will not be stressed as much as reading the text of Plato. No previous courses in philosophy are required, and a knowledge of Greek is not needed for the course. Classes will be partly lecture and partly discussion.

Requirements: one mid-term; one course paper; one final exam. Students are expected to read the dialogues so as to participate in class discussion, which counts towards the course grade.

Reading: Plato, *The Collected Dialogues of Plato*, ed. Edith Hamilton and H. Cvaains. A list of secondary sources will be given in class. A few works especially recommended are the following: R. Brumbaugh, *Plato for the Modern Age*; G. C. Field, *Plato and His Contemporaries*; Paul Friedlander, *Plato: An Introduction*; A. Gouldner, *The Hellenic World*; G.M.A. Grube, *Plato's Thought*; W.K.C. Guthrie, *The Greek Philosophers*; J.E. Raven, *Plato's Thought in the Making*; Paul Shorey, *What Plato Said*; A. E. Taylor, *Plato: The Man and His Work*; T. L. Thorson, *Plato: Totalitarian or Democrat?*

PL 338 01 Heidegger Project I

Thomas Owens TTh 1:30*

Marina McCoy MWF 9

Level 1 – Undergraduate Elective

Description:

In this course, we will begin with the sophists, orators, and playwrights of ancient Greece and study their approaches to speech and persuasion. We will then read Plato's criticisms of rhetoric, as well as examine his own distinct use of rhetoric as an author of the dialogue form. Finally, we will examine more formal classical theories of rhetoric, beginning with Aristotle's *Rhetoric* and moving on to Cicero's *De Oratore* and Augustine's *On Christian Doctrine*. In the course of our discussions, we will also ask 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 a rhetorician's manipulation of his or her audience's emotions justifiable or not? What is the relationship between philosophy, as love of wisdom, and 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: Three short papers, one longer paper (as the final project), and active class participation.

Reading:

Greek Orators-I (Antiphon and Lysias) (Aris and Philips)
Alcidamas, *The Works and Fragments* (Bristol Press)
Gorgias, "On Non-Being" and "Encomium to Helen" (handouts)
Isocrates, *Isocrates I* (Loeb edition)
Plato, *Gorgias*, trans. Zeyl (Hackett Press)
Aristophanes, *Knights* (Penguin edition)
Plato, *Phaedrus* (Focus Library edition)
Aristotle, *Rhetoric* (McGraw Hill edition)
Cicero, *De Oratore* --handouts
Augustine, *On Christian Teaching* (Penguin edition)

Gary Gurtler, S.J. T TH 4 30*

Level 1 - Undergraduate Elective

Description:

The road to reality in the tradition of ancient philosophy takes several parallel paths, the intellectual ascent to truth, the moral ascent to the good, and the aesthetic ascent to beauty. This course will wander up the aesthetic path, bringing into focus the Greek accounts of reality and the capacity of the human mind to know it.

For Plato, the ascent to beauty has the advantage of holding the metaphysical structure of his system in mutual tension with its starting point in human experience and knowledge. From this vantage, Platonic dualism presents an account of reality that is never merely theoretical, but necessarily contains a strong dimension of value.

For Aristotle the aesthetic path outlined in the *Poetics* is not so much an ascent to beauty as a descent into drama as revealing the complexity of human character. The two approaches, nonetheless, agree profoundly on the crucial issue of the conjunction of the theoretical and practical, adumbrated in the *Poetics* by the cathartic function of drama.

Longinus continues the tradition of writing on rhetoric, but emphasizes, like Aristotle, examples of great writing. In a similar way, Plotinus continues Plato's discussion of beauty, its connection to the good and the role of forms in transmitting beauty to particulars, but with a keen sense of the nature of sensible beauty and the role of the artist.

Requirements: Midterm and final exams, term paper (10-15 pp.), consultation, participation, class summaries.

Reading:

Plato, *Republic*, tr. Grube (Hackett) ISBN 0-87220-136-8 (pbk).
Plato, *Plato's Symposium and Phaedrus*. ISBN 0375411747
Aristotle, *Poetics*, tr. Janko (Hackett) ISBN 0-87220-033-7 (pbk).
Longinus, *On Great Writing*, tr. Grube (Hackett) ISBN 0-87220-080-9 (pbk).
Plotinus, selections from I 6[1], "On Beauty," and V 8[31] "On the Intelligible Beauty."

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 411 01 HITLER: In Search of His Evil

James Bernauer, S.J. TTh 12*

Level 1 – Undergraduate Elective

Description:

This course will investigate Adolf Hitler whose personal will subverted western culture's inherited moral order and destroyed 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 ordinary people may find it seductive.

Requirements:

1) In addition to the texts that we will read in common, students will work individually or with a few others in studies of individuals or groups who found

Hitler appealing or who thought Hitler should be resisted. 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. These will be submitted as written essays near the end of the semester.

2) 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.

Readings:

Adolf Hitler, Mein Kampf

P. Romaine (ed), The Essential Hitler: Speeches and Commentary

Ian Kershaw, Hitler (2 volumes)

Ron Rosenbaum, Explaining Hitler

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

PL 429 01

Freud & Philosophy

Jeffrey Bloechl

MWF 10

Level 1 - Undergraduate Elective

Description:

This course will undertake a consideration of important development and themes in Freudian psychoanalysis. The latter will be addressed as a clinical therapy, and investigated for its philosophical significance. The first part of the course will concentrate on Freud's early work, clinical and theoretical, especially as his study of hysteria yields basic conceptions of body, language and subjectivity. The second part will inquire after the significance of the Freudian subject for contemporary philosophy. In addition to Freud, authors read will include Mikkel Borch-Jacobsen, Jean Laplanche, Monique David-Menard, and Jacques Lacan.

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 500 01 Philosophy of Law

David Rasmussen T TH 1 30*

Level 3 – Undergraduate/Graduate Elective

Description:

A major goal of this course is to explore some of the complex linkages between political philosophy and legal theory. Emphasis will be placed on the different concepts of 'law', 'human nature', 'reason' and 'human rights' present in the modern tradition. In particular we will be looking for insight into the content and limit of human rights, the relationship between law and morality and politics, the juridification of global society and cosmopolitanism.

This course is intended for those interested or enrolled in our Philosophy and Law program, students planning on pursuing a law degree and those interested in the interface between philosophy, politics, law and international relations.

Course requirements:

Undergraduates: Mid-term oral exam and final take-home exam.

Graduates: a research paper, the topic of which is to be determined by mutual agreement between the student and the instructor.

Students are expected to have read the materials required before class in order to participate in the class discussion. Also, bring the appropriate texts to class.

Reading:

Machiavelli, Niccolo. *The Prince*

Thomas Hobbes, *Leviathan*.

John Locke, *Second Treatise on Civil Government*.

J.J. Rousseau, *The First and Second Discourses*

Hamilton, Madison, Jay. *The Federalist Paper*

Immanuel Kant. *Perpetual Peace and Other Essays* and *Groundwork for the Metaphysics of Morals*.

G.W.F. Hegel, *Philosophy of Right*.

Bruce Ackerman. *We the People*

John Rawls, *Law of Peoples*.

PL 524 01

Ethics: An Introduction

Arthur R Madigan, S.J.

MWF 1

Level 3 – Undergraduate/Graduate Elective

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 548 01

Art, Ethics, & Modernity

Thomas Miles T Th 1:30*

Level 1 – Undergraduate Elective

Description:

Art and ethics are two of the most profound sources of meaning and significance in modern life. But what is the relationship between art and ethics, and how do they each shape our lives and values? Are art and ethics rivals in this task, or can they be mutually supportive? We will begin by briefly looking at what Plato calls “the ancient quarrel” between art and ethical philosophy and introduce a series of questions about the relationship between art and ethics. We also will briefly discuss ancient and modern attempts to address these questions (e.g. in Aristotle, Kant, Schopenhauer, Wittgenstein, and Heidegger). The class will mostly focus on Kierkegaard, Nietzsche, and Camus whose works attempt to skillfully merge art and ethical philosophy in order to present an inspiring vision of meaning and greatness for modern life.

Requirements: Reading assignments, one exam, one short paper, one term paper

Readings:

Along with selections from the other authors listed above, we will read the following texts:

Søren Kierkegaard *Either/Or*, *Fear and Trembling*, *The Lilies and the Birds*
Friedrich Nietzsche *Ecce Homo*, selections from *Zarathustra* and other texts

Albert Camus *The Plague, The Fall*

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*

Tracy Kidder, *House*

William Shore, *Cathedral Within*

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

Department

T Th 9*

Level 1 – Undergraduate Elective

Description:

An introduction to the powerful ways the logical forms woven into deductive reasoning and language can be analyzed using abstract symbolic structures. The study of these structures is not only relevant for understanding effective reasoning but also for exploring the Anglo-American analytic philosophical tradition and foundations of mathematics, computer science, and linguistics. Philosophically interesting properties about logical systems will be explored, including the task of proving whether a logical system is complete and consistent. A number of interesting topics of twentieth century logic will be briefly considered such as set theory, Russell's paradox and Goedel's theorems.

PL 584 01

C.S. Lewis

Peter J. Kreeft

T TH 3*

Level 3 – Undergraduate/Graduate Elective

Description:

Lewis wrote poetry, literary criticism, science fiction, fantasy, philosophy, theology, religion, literary history, epics, children's stories, historical novels, short stories, psychology, and politics. He was a rationalist and a romanticist, a classicist and an existentialist, a conservative and a radical, a pagan and a Christian. No writer of our century had more strings to his bow, and no one excels him at once in clarity, in moral force, and in imagination: the true, the good, and the beautiful. We will consider a sampling of Lewis' fiction and non-fiction.

Let me begin on a personal note: I have learned more from C.S. Lewis than from any other writer. In reading everything I could get my hands on (some 30-40 published titles) I came to appreciate both his value as an author and the value of a course that studies a single such commodious mind in depth (a thing 'survey' courses miss).

But why Lewis? Why do so many, like me, find him valuable and fascinating? (1) Because of his unique variety: a master of essays, poetry, theology, autobiography, science fiction, fantasy, philosophy, practical psychology, children's stories, literary criticism, literary history, religious psychology, apologetics, historical novel, debate, educational philosophy, and many other unclassifiable things; (2) because of his unique blend of "the true, the good and the beautiful," "rationalism, religion, and romanticism" (all three labels subtly misleading), clarity, faith and imagination, the ability to move the intellect, will and emotions--no one excels him in all three departments at once; (3) because for so many people he makes New Testament Christianity intellectually respectable, daily livable and above all imaginatively attractive and interesting; (4) and most of all for an almost indefinable quality about everything he wrote: a combination of wonder, joy, surprise, the shock of recognition, the sharp, bracing challenge of waking up, and the demand for simple, uncompromising honesty with a delightful yet uncomfortable absence of vagueness and abstraction.

We will read a sampling from his many works, emphasizing the fiction, the philosophy, and the religion. Opportunity to branch out into his literary criticism and other areas will be offered on an individual basis.

Requirements: mid-semester and final; optional extra-credit essays or papers.

Reading: *Surprised by Joy, Till We Have Faces, Perelandra, Mere Christianity, The Problem of Pain, Miracles, The Abolition of Man, The Screwtape Letters, The Great Divorce, A Grief Observed, The Four Loves, and various short essays.*

PL 593 01

Philosophy of Science

Daniel McKaughan

T 4:30-6:50

Level 3 – Undergraduate/Graduate Elective

Description:

An introduction to the central themes of twentieth century history and philosophy of science. Topics to be discussed include the classic and contemporary problems of demarcation, explanation, confirmation, laws of nature, inter-theoretic reduction, social and historical critiques of neo-positivism, and the realism-antirealism debate. We will examine some philosophical perspectives sometimes thought to be closely associated with science including empiricism, pragmatism, naturalism, and physicalism. We will also discuss a number of other issues, including questions about objectivity and the role of values in science,

about the methods, scope, and limits of science, and about whether science provides anything like a worldview.

Readings:

Martin Curd and J.A. Cover, *Philosophy of Science: The Central Issues* (New York: W.W. Norton and Co., 1998).

Bas C. van Fraassen, *The Empirical Stance* (New Haven: Yale University Press, 2002).

PL 595 01 Kant's Critique

Ronald Tacelli, S.J. M W 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.

Requirements:

1. Synopses of the text;
2. mid-term;
3. final.

Readings:

Kant's Critique of Pure Reason (Kemp Smith translation)

PL 606 01 Philosophy and Painting

John Sallis

TH 4:30-6:50

Level 3 – Undergraduate/Graduate

Description:

This course will deal with a series of philosophers who wrote extensively on painting and with certain painters who were especially significant for these philosophers. Emphasis will be on bringing together the study of the philosophical texts and the visual experience and interpretation of various paintings. The philosophers to be dealt with most extensively are Hegel, Nietzsche, and Heidegger. Correspondingly, attention will be given to seventeenth-century Dutch painting, to French Impressionism, and to the work of van Gogh and Klee.

PL 614 01 Passions: Medieval and Modern Views

Eileen Sweeney T Th 10:30*

Level 3 – Undergraduate/Graduate Elective

Description:

This course will look at how philosophers from Aquinas to Kant have understood the emotions and appetites, their relationship to the body, to reason, and to the moral life. Can the emotions be controlled by the mind, is the reason the 'slave of the passions', are our actions moral only when they are devoid of passion? We will read the works of Aquinas, Descartes, Hobbes, Hume, Rousseau, and Kant with an eye both to the way their accounts of the emotions fit into their larger philosophical views and how their accounts of the emotions mesh with our own emotional experience.

Requirements:

Mid-term exam, 10 page paper, final take-home exam

Reading:

Aquinas, *Treatise on the Passions* (from *Summa theologiae*)

Descartes, *The Passions of the Soul*

Hobbes, *Leviathan* (selections)

Hume, *Treatise of Human Nature* (selections)

Rousseau, *Emile*

Kant, *Anthropology from a Pragmatic Point of View, Lectures on Ethics*
(selections)

PL 623 01

Spiritual Existence:

The Weimar Experiments

James Bernauer, S.J. T Th 3*

Level 3 – Undergraduate/Graduate Elective

Description:

Weimar Germany (1918-33) is customarily approached as a politically and economically disastrous period. Unfortunately, this approach has eclipsed that period's protean experimentation with practices of spirituality among Christians, Jews and the non- or post-religious. This seminar will examine the efforts of some of Weimar's major thinkers and artists to create a renewed spiritual existence for their epoch. This seminar is strictly limited to 15 students.

Requirements: Seminar style participation (readings for each session with discussion). Term paper selected after consultation with the professor.

Readings:

The Weimar Republic Sourcebook, edited by A. Kaes, M. Jay and E. Dimendberg.

I and Thou by Martin Buber.

A collection of readings that is under construction.

PL 625 01

Problem of Self-Knowledge

Charles Oduke, S.J. MWF 3

Level 3 – Undergraduate/Graduate Elective

Description:

A human being is more than a rational animal. We are symbolic beings with a polymorphic consciousness, have language, and a relational existence to others, the cosmos, and transcendence. Insights from the selected readings and pedagogy will serve both as a maieutic and a heuristic; inspiring us to articulate who we are, how we ought to live with others, and how we are to collaborate with others and transcendence in originating creative and healing insights in response to challenges of humanity at the dawn of our 21st century. This course is inspired by Socrates' imperative and dictum: "Know thy self."

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

Readings: *Quest for Self Knowledge*, Joseph Flanagan; *Foundations of Philosophy*, Brian Cronin; selected readings.

PL 649 01

Philosophy of Being I

Oliva Blanchette MW 3*

Level 3 - Undergraduate/Graduate

Description:

Postmodern metaphysics as a science of being as being requires both deconstruction and reconstruction in a phenomenology of subjectivity. The question of being, as it was raised in antiquity, was brushed aside in modern philosophy and replaced by questions of epistemology and questions of logic or ontology. It took Heidegger to bring question back to the forefront of philosophy in postmodern times and to keep it as “the task for thinking at the end of philosophy” through his own phenomenology of subjectivity as *Dasein*. In this course, after our own deconstruction of ancient and modern metaphysics, we shall attempt a reconstruction with a more positive outcome than has been found in Heidegger, stressing anew the analogy of being and its transcendent properties as one, active, true and good.

**PL 706 01 Themes in Medieval Philosophy:
Theories of Knowledge**

Jean-Luc Solère W 2-3:50

Level - Graduate

Description:

We will deal with the theories of knowledge in the 13th and 14th centuries, mainly in thinkers such as Aquinas, Scotus and Ockham, but including sources such as St. Augustine, Avicenna and Averroes. This class will offer the opportunity to study central issues of philosophy in the Middle Ages: perception and the *species*, the process of abstraction, the nature of the intellect, the relations between universals and individuals, etc. It is especially designed for giving graduate students a strong and in-depth presentation of an essential moment of the development of medieval thought.

Requirements:

Class participation and presentations; final paper.

Readings:

Among others: Aristotle, *On the Soul* bk. II and III, Avicenna and Averroes, selections; Aquinas, *Sum of Theology*, 1st p., q.54-58, 78-89; Scotus and Ockham, selections.

PL 707 01**Habermas: Law and Politics****David Rasmussen****TH 4:30-6:15****Level – Graduate****Description:**

Between Facts and Norms, the extraordinary recent work by Jürgen Habermas, is thought by some to be one of the most comprehensive works in political philosophy and law in recent decades. The book with its original thesis about the co-relation between private and public autonomy can be read in the great tradition of the philosophy of law inaugurated by Kant and continued by Fichte, Hegel and Weber. In recent times Habermas has written essays on religion and politics, globalization and human rights, cosmopolitanism and international law. In this seminar we will read key chapters of Between Facts and Norms and explore the significant more recent writings of Habermas on law and politics.

Requirements: A research paper on a topic relevant to the course and selected with the approval of the professor will be due at the end of the semester. Course attendance is mandatory. Class participation is expected. Presentations will be possible.

Readings:

Habermas, Jürgen. *Between Facts and Norms: Contributions to a Discourse theory of Law and Democracy*. Cambridge: MIT Press. 1996

Habermas, Jürgen. *The Postnational Constellation*. Cambridge: MIT Press. 2001

Habermas, Jürgen. *The Divided West*. Cambridge: Polity Press. 2006

Habermas, Jürgen. *Naturalism and Religion*. Polity Press. 2008

PL 710 01

Vulnerability and the Greeks

Marina B. McCoy

M 2-4:30

Description:

This course will examine the theme of vulnerability and human weakness in Greek philosophy and literature, focusing in particular on the image of 'woundedness.' We will especially focus on vulnerability in the Platonic dialogues in relation to Greek epic, tragedy, and love poetry. We will also read MacIntyre, Nussbaum, and other contemporary authors who have written on this issue. The course will be conducted seminar style with active student participation in discussion.

Requirements:

Two 15 page papers,

formal student presentations

Seminar style discussion

Readings:

Homer, *Iliad*; Greek lyric poetry; Aeschylus, *Prometheus Bound*;

Sophocles, *Oedipus Tyrannus*; Sophocles, *Philoctetes*; Euripides, *Medea*

selections from Hippocrates, Plato (*Rep*, *Gorg*, *Symp.*), Aristotle, and the Stoics;

MacIntyre *Dependent Rational Animals*; Nussbaum, *The Fragility of Goodness*

PL 738 01

Husserl's Ideas II

Andrea Staiti

T 4:30-6:20

Level – Graduate

Description:

In this seminar we will examine Husserl's *Ideas II* which is dedicated to a phenomenological account of three encompassing dimensions of reality: nature, mind and spirit. We will highlight the distinctive features of the phenomenological method (intentionality, reduction, attitude and essence) in the context of concrete phenomenology analysis. The reading of the text will be enriched by the consideration of lesser known Husserlian manuscripts. An effort will also be made to understand the relevance of Husserl's approach for current philosophical debates (e.g. the so-called mind/body problem).

Requirements: participation, class presentations, oral exam.

Readings:

Husserl, *Ideas Pertaining to a Pure Phenomenology and to a Phenomenological Philosophy. Second Book: Studies in the Phenomenology of Constitution*, trans. by R. Rojcewicz/A. Schuwer, Springer (Paperbacks).

L. Embree/T. Nenon (edited by), *Issues in Husserl's Ideas II*, Kluwer 1996

PL 748 01 Values and the Good

Jorge Garcia Th 4:30*

Level – Graduate

Description:

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: 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.

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

PL 754 01 Heidegger and the Question of Truth

John Sallis T 4:30-6:50

Level: Graduate

Description:

This course will trace the development of Heidegger's concept of truth from his early lectures on logic, through *Being and Time* and "On the Essence of Truth," to such later texts as *Contributions to Philosophy* and "The End of Philosophy and the Task of Thinking." Some attention may also be given to other themes such as art, technology, and history that are closely linked to the question of truth.

PL 772 01 Insight and Beyond I

Patrick Byrne W 4:30-6:20

Description:

“Insofar as there is a struggle about agreeing with *Insight* or disagreeing with it, that struggle arises on a very fundamental existential level. It is akin to Heidegger's classification of a person as authentic or inauthentic; in other words, there is a deep existential level of self-criticism.”

Bernard Lonergan

This course begins a two-semester project exploring Lonergan's unique invitation to "self-appropriation" as a response to the crises of our times. Bernard Lonergan wrote his major philosophical work, *Insight*, to address what he regarded as the great challenges posed by Modernity: modern natural science, modern historical thought, and the great revolutions in modern philosophy, especially in Descartes, Kant and Hegel. In many ways *Insight* shares the concerns of post-modernism, but departs from its pervasive relativism. Written after his scholarly investigations of Aquinas, Lonergan set himself

the task of developing what he learned from those studies into a methodical way of treating philosophical metaphysical, ethical, historical, hermeneutical and theological issues. He called that method “self-appropriation” – that is, coming to better know oneself as an agent of one's own conscious activities, and as a contributor to the destiny of human history.

Students in this course will have the unique opportunity to be part of an online, international learning community. Class sessions will be edited, placed online, and shared with the international community of others also wishing to study Insight and Lonergan's later works.

Course Requirements:

- (1) Class preparedness (15%);** careful reading of the weeks assigned chapters, responses to study questions and exercises, and prepared notes of questions and comments for class discussion);
- (2) A short paper (4-5 pages) describing an insight you have had. (15%);**
- (3) Term paper (of 20-25 pages) (40%);**
- (4) Final Exam (30%).**

Reading List:

Lonergan, *Insight*
Lonergan, *Topics in Education*
Selected essays
Flanagan, *Quest for Self-Knowledge*

PL 820 01

**Reason and Faith in Hegel,
Kierkegaard, Blondel**

Oliva Blanchette

M 6:30-8:15

Level G – Graduate

Description:

Hegel, Kierkegaard and Blondel all come to a philosophy of religion that is associated with Christian faith, through a dialectic of how the finite spirit relates to the infinite, as to a community, as to the absolute, or as to the necessary supernatural. Each one has his own dialectical way of dealing with this question of the infinite as it relates to the question of fulfillment in human existence, with Kierkegaard and Blondel on one side disagreeing with Hegel's way of conceiving Christian religion, albeit for different philosophical reasons. This course will

explore how these three modern and postmodern philosophers converge and diverge around this question of infinite Spirit.

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)