

**The M.A. Comprehensive Exam Reading List**  
*Historical and Systematic Areas*

**Part I: Ancient**

Required:

Plato, *Republic*, and either *Theaetetus* or *Sophist*  
Aristotle, *Nicomachean Ethics*, and one of *Metaphysics* Bks I, VII; *Physics*, II, III  
chs. 1-3; or *De anima* Bks. 2-3

Choose one of the following:

Plotinus, *Enneads* 1.6 On Beauty, 3.7 On Time  
Epicureanism, Long and Sedley, *The Hellenistic Philosophers*, #s 6, 8, 11, 14-17,  
20-25  
Stoics, Long and Sedley, *The Hellenistic Philosophers*, #s 33, 39, 40, 46, 55, 57-  
63, 65

**Part II: Medieval Philosophy**

Required:

Augustine *Confessions* I-XI, *De Trinitate* X-XI  
Aquinas, *Summa theologiae* Part I, qq. 1-3 (sacred science, existence, simplicity  
of God); Part I, qq. 75, 76, 79, 84, (soul/body, knowledge) Part I-II 90-92, 94-5  
(natural law)

Choose one of the following:

Anselm, *Monologion* and *Proslogion*  
Boethius, *Consolation*  
Avicenna, *The Metaphysics of "The Healing"*  
Averroes, *Incoherence of the Incoherence* (section on the natural sciences)  
Moses Maimonides, *Guide for the Perplexed* (selections in Hackett ed.)  
Duns Scotus, *Philosophical Writings* (selections in Hackett ed.)  
William of Ockham, *Philosophical Writings* (selections in Hackett ed.)

**Part III: Modern philosophy**

Required:

Descartes, *Meditations*  
Kant, *Critique of Pure Reason*, Prefaces, Introduction, Transcendental Aesthetic,  
Transcendental Logic, Transcendental Analytic, Books I-II; *Groundwork for the  
Metaphysics of Morals*

Choose one of the following:

Spinoza, *Ethics*  
Leibniz, *Theodicy*  
Bayle, *Historical and Critical Dictionary* (selections by R. Popkin)  
Hume, *A Treatise of Human Nature*, Book I, Parts I and III  
Hobbes, *Leviathan*, Introduction, Part I, chs. I, II, X, XI, XIII, XIV; Part II, chs.  
XVII-XIX  
Locke, *Second Treatise on Government*  
Locke, *An Essay Concerning Human Understanding*, Books 1 & 2  
Rousseau, *Discourse on the Origins of Inequality & The Social Contract*

#### **Part IV: 19th-contemporary**

(Choose one author from Column A and one from Column B)

Column A:

Henri Bergson, *Time and Free Will; Creative Evolution*  
Maurice Blondel, *Action*  
Judith Butler, *Gender Trouble*  
Theodor Adorno and Max Horkheimer, *Dialectic of the Enlightenment*  
Hannah Arendt, *The Human Condition*  
Simone de Beauvoir, *The Second Sex*  
Jacques Derrida, *Speech and Phenomena; Writing and Difference*  
Michel Foucault, *Discipline and Punish*  
Michel Foucault, *History of Sexuality, Vols. 1 and 2*  
Hans Georg Gadamer, *Truth and Method*  
Jürgen Habermas, *Theory of Communicative Action, Vol.1, chs 1-4; Between Facts and Norms, chs 1, 3, 5, and 9*  
Martin Heidegger, *Being and Time* (Intro., Part 1, Division 1), *Letter on Humanism*  
Edmund Husserl, *Cartesian Meditations; Logical Investigations 1, 2, 6*  
Soren Kierkegaard, *Fear and Trembling; Philosophical Fragments*  
Julia Kristeva, *Desire in Language. A Semiotic Approach to Literature and Art*  
Emmanuel Levinas, *Totality and Infinity*  
Karl Marx, *Paris Manuscripts; German Ideology I; Capital I, Book I, Parts I-III*  
Maurice Merleau-Ponty, *Phenomenology of Perception*  
Friedrich Nietzsche, *Genealogy of Morals; Birth of Tragedy*  
Paul Ricoeur, *Time and Narrative, Vol 3, section 2; From Text to Action*  
Jean-Paul Sartre, *Being and Nothingness, Parts I & III; Existentialism is a Humanism*  
Iris Marion Young, *On Female Body Experience: 'Throwing Like a Girl' and Other Essays*

Column B:

J. L. Austin, *How to Do Things with Words and Sense and Sensibilia*  
Donald Davidson, *Truth and Interpretation*  
John Dewey, *Experience and Nature; Art and Experience*  
Philippa Foot, *Virtues and Vices and Other Essays in Moral Philosophy*  
Gottlob Frege, *The Foundations of Arithmetic; Collected Papers on Mathematics, Logic and Philosophy: "Function and Concept," "On Sense and Meaning," "Concept and Object"*  
Ian Hacking, *Representing and Intervening: Introductory Topics in the Philosophy of Natural Science*  
Henry James, *Pragmatism, The Will to Believe, chs. 1-3; Principles of Psychology, chs. 9-10, 15*  
Thomas Kuhn, *The Structure of Scientific Revolutions; Lakatos and Musgrave, Criticism and the Growth of Knowledge, pp. 1-25; 51-59; 59-76; 91-137; 197-229*  
Bernard Lonergan, *Insight*  
Alasdair MacIntyre, *After Virtue; Three Rival Versions of Moral Enquiry*  
John Stuart Mill, *On Liberty; Utilitarianism*  
Martha Craven Nussbaum, *Love's Knowledge*  
Charles Sanders Peirce, "The Fixation of Belief," "The Essentials of Pragmatism," "Evolutionary Love"

Karl Popper, *The Logic of Scientific Discovery*, chs. 1-8, 10; *Conjectures and Refutations*,  
“Science: Conjectures and Refutations”  
W. V. O. Quine, *Word and Object*; *From a Logical Point of View*  
John Rawls, *Theory of Justice*, Part I., chs. 1-3; *Political Liberalism*, chs. 2, 6-8  
Bertrand Russell, *The Philosophy of Logical Atomism*, *The Problems of Philosophy*  
Gilbert Ryle, *Concept of Mind*; *Dilemmas*  
Charles Taylor, *Sources of the Self*  
Alfred North Whitehead, *Process and Reality*  
Ludwig Wittgenstein, *Philosophical Investigations*

**Part V: Systematic areas:** (Choose 2 systematic areas, and answer questions on them, using those thinkers required and chosen in Parts I-IV on the exam.)

Metaphysics  
Epistemology  
Ethics  
Natural theology/philosophy of religion  
Social/Political philosophy

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#### *Procedure and Criteria for Evaluation*

1. The examination is 75 minutes in duration. The faculty examining board will commit *approximately* 2/3 of that time to the separate historical parts, and 1/3 to the systematic part.
2. Students will be able to choose the order for the five parts of the exam.
3. Students shall be evaluated according to the following system:  
*Distinction: outstanding in at least 4 of the 5 parts and competence\* in the other.*  
*Pass: competence in all 5 parts.*  
*Fail: lack of competence in any one of the 5 parts.*

*\*Competence in the historical parts shall include the ability to connect and compare texts within the historical period; competence in the chosen systematic areas shall include the ability to articulate common questions and explain and relate different responses across all historical periods.*