

PHILOSOPHY DEPARTMENT

SPRING 2000 ELECTIVES

PL 202 01 Housing & Reality

Harry Gottschalk

W 3-5:30

[Level 1]

This course is an in-depth analysis of urban housing conditions that views housing sites within the city and involves research into the causes of historical, architectural, governmental, financial and neighborhood action to maintain and/or create alleviation of the deepening housing crisis in our society.

Requirements: A reflection paper is required on each lecture and class discussion which will be due the following class. A final paper will be required at the termination of the semester. There will be a tour of the city of Boston neighborhoods for all the students at the close of this course.

Readings: Jacobs, Jane, *The Death and Life of Great American Cities*; Doxiadis, C.A., *Anthropolis: City for Human Development*; Sennett, Richard, *The Uses of Disorder*

PL 216 01 Boston: An Urban Analysis

David Manzo

TH 3-5:30

[Level 1]

"Intuition alone is never enough to explain what you see. One must learn to trust intuition but also to pursue its leads: to follow hints from peripheral vision but always to dig beyond first impressions; to see through a scene and its many processes, but also to see through it in time to understand how it came to be, and to guess more skillfully at what I might become."

Grady Clay, *How to Read the American City*

"In our American cities, we need all kinds of diversity."

Jane Jacobs, *Death and Life of American Cities*

This course is intended for Pulse students who are willing to investigate, analyze, and understand the history, problems, and prospects of Boston neighborhoods. The above quotes by Grady Clay and Jane Jacobs frame our method of investigation. Assignments will require that you spend time observing, researching, and writing about the neighborhood in which your PULSE placement is located.

With the exception of the third session, class meetings in the first half of the semester will meet on campus. For the

second half of the semester, as snow banks give way to slush and sun and blossoms, we will meet in the South End of Boston for a first-hand study of a most intriguing and changing inner-city neighborhood.

PL 264 01 Logic

Stuart Martin

MWF @ 11

[Level 1]

Logic is the science of correct reasoning. The study of this science aims at perfecting the student's practical ability for critical analysis and precise argumentation. This course will emphasize the elements of traditional logic but will also introduce the student to the field of modern symbolic notation.

Requirements: Working exercises are supplied for each unit of study, and class participation is encouraged. There will be two tests during the semester as well as a final examination.

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

PL 264 02 Logic

Joseph Shay

MWF @ 12

[Level 1]

My objective in this course is to arm the students with the basic logical skills which will aid them both in constructing sound arguments of their own and assessing the soundness of others arguments. In this course we will continually return to the problem of arguments as they are encountered in daily life. We will begin by considering informal arguments, analyzing their structure. The basic distinction between inductive and deductive arguments, and the strength of arguments, and improper arguments (informal fallacies) will all be investigated. We will then consider formal (deductive) arguments in greater detail, again, both good and bad. If time permits, we will touch on extended arguments in sentential logic at the end of the course.

Reading: David Kelley, *The Art of Reasoning*, third edition

PL 264 03 Logic

Debby Hutchins

MWF @ 1

[Level 1]

The purpose of this course is to give students a comprehensive introduction to modern propositional and predicate logic. Topics covered include: validity, soundness, practical applications of logic, and direct and indirect truth tables. Upon completion of the courses, the student will be able to recognize and identify standard argument forms and to construct propositional and predicate derivations.

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

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

PL 268 01 The History & Development of Racism

Cross Listed with BK 268/SC 268

Horace Seldon

T 3-5:30

[Level 1]

Satisfies Cultural Diversity Core Requirement

This course concerns the interrelationships of individual and institutional forms of racism. The course will survey historical forms of racism in the United States and will identify past and present methods of opposing racism.

Requirements: Attendance and participation in class discussions and home groups, which meet during the class hours, is crucial. Weekly journals, one book reflection paper, a major paper are also required, and a final exam.

Readings: *Autobiography of Malcolm X*, Haley; *America Is in the Heart*, Bulosan, *Before the Mayflower*, Bennett; *Lies My Teacher Told Me*, Loewen

PL294 01 Culture and Social Structures II

Joseph Flanagan, SJ

David McMenamín

T 4:30-6:15

[Level 1]

This course, one in the four semester cycle of courses designed for members of the Boston College PULSE Council, will attempt to lay a foundation for understanding contemporary ways in which people choose to structure -- literally and figuratively (or perhaps better, symbolically) -- the way they live together. Our study centers on questions about how the social structures within our culture are concrete expressions of what we value, of what we consider meaningful and important.

The focus will initially be on general principles and ideas and then move to more specifically western, particularly North American ways of creating these cultural and social structures in the various dimensions of our national life such as architecture, economics, literature, politics and religion.

Requirements: Faithful attendance and preparation for each class meeting; 2 in-class presentations; a mid-semester oral exam/"conversation"; a group oral final exam

Readings: Christian Norberg-Schulz, *The Concept of Dwelling*; Martin Heidegger, "The Concept of Thinking"; Richard Slotkin, *Regeneration Through Violence*; Jane Jacobs, *Cities and the Wealth of Nations*; Paul's "Letters to the Corinthians."

PL 314 01 The Mind & Its Body

Ronald Tacelli, S.J.

MW @ 3

[Level 2]

Prerequisites : *Philosophy* of the Person or Core Equivalent

Am I my body and nothing more? Is there such a thing as a soul? If there is, can I know anything about it? What is the relation between mind and body? Is there unity between what accounts for their existence? Are they separable? Could the soul possibly survive the dissolution of the body? Can I know any of this? These are some of the questions we will raise-- and try to answer.

Requirements: occasional papers, oral exams, final

Readings : Lucretius, *The Nature of the Universe*; Plato, *Phaedo*; Aristotle, *On the Soul*; Moreland & Habermas, *Beyond Death*; Coomey, *The Place of Mind*; Handouts

PL 339 01 The Heidegger Project II

Thomas Owens

T TH @ 1:30

[Level 2]

Prerequisites: PL 338

This is a continuation of PL 338 given during the first semester and open only to students who have participated in that course.

Requirements: class presentations, term paper, oral, final examination

PL 407 01 Medieval Philosophy

Peter Kreeft

T TH @ 1:30

[Level 1]

Prerequisites: Ancient Greek philosophy strongly recommended. Philosophy of the Person or Logic are acceptable alternatives.

By reading complete short works of four great medieval thinkers (Augustine, Boethius, Anselm, and Aquinas) we will explore such questions as: What is God? What is happiness? Why is there evil? Can faith and reason ever conflict? Can we be rationally certain God exists? What morality is unchanging? Where is Truth?

Requirements: Mid-semester and final; original essays optional (extra credit)

Readings: St. Augustine, *Confessions*; Boethius, *The Consolation of Philosophy*; St. Anselm, *Proslogion*; St. Thomas Aquinas, *A Shorter Summa* (ed. Peter Kreeft)

PL 408 01 19th & 20th Century Philosophy

Ingrid Scheibler

T TH @ 3

[Level 1]

The course will be a combination of lecture and seminar discussion. In the nineteenth century, we see an unprecedented rise to prominence of an awareness of history, and distinctive claims made on behalf of absolute knowledge. Starting with Hegel's conceptions of reason in history and the ethical life of the State in the *Introduction to the Philosophy of History* and the *Philosophy of Right*, we will turn to two influential critiques of Hegel: Marx's historical materialism and Kierkegaard's views on religion and faith.

After the mid-term, we consider Nietzsche's criticism of a philosophy of history, his characterization of the situation of modern Europe as one of 'nihilism and his attempt to surmount nihilism. While Hegel will be one of Nietzsche's main objects of criticism, we will look at the way both Nietzsche and Hegel launch a critique of metaphysics. Towards the latter part of the course, we will consider the writings of three 20th Century thinkers: M. Heidegger, M. Foucault, and H. Arendt. We will place these major 20C thinkers in dialogue, both real and re-constructed with the developments in 19C thought. Heidegger, Foucault, and Arendt take up the challenge of re-thinking our historicity, and the claims to truth and knowledge in the situation of late modernity.

Requirements: 1) the assigned readings will serve, for the most part, as the basis for lectures and class discussion. Readings should be done prior to class and participation will be counted into the final grade. All reading *must* be completed by the class meeting; 2) Mid-term exam (30%); 3) 8-10 page paper (30%); 4) Final exam (30%); 5) Participation (10%)

Readings: G.F.W. Hegel, *Introduction to the Philosophy of History* and *The Philosophy of Right*; Karl Marx, *The Marx-Engels Reader* (Selections); Soren Kierkegaard, *Fear and Trembling*; F. Nietzsche, *Basic Writings of Nietzsche* (Selections) and *On the Advantage of Disadvantage of History for Life*; H. Arendt, *Between Past and Future* (Selections); *The Human Condition* (Selections); M. Heidegger, *The Question Concerning Technology* and other essays; Michel Foucault, *The Foucault Reader* (Selections); W. Barrett, *Irrational Man* (Optional)

PL 409 01 Sex, Religion and Logic

Peter Kreeft

T TH @ 9

[Level 1]

Use of basic Socratic-Aristotelian logic to seek light on the two issues about which there is more heat and less light than any other in our culture: the claims of original, traditional religion (especially, but not only, Christianity), the sexual

revolution, and the relationship between them.

Requirements: Ten pages of original essays on controversial issues plus a final exam (perhaps take-home)

Readings: Many and various articles and book chapters collected in anthology

PL 416 01 Arendt: Human Condition and Life of the Mind

Jacques Taminiaux

T TH @ 3

[Level 1]

Though still controversial, Hannah Arendt is now recognized as one of the major thinkers of this century in areas such as political philosophy and deconstruction of metaphysics. The purpose of this course is to offer an introduction to the main topics in her inquiry into first the structures of active life (labor, work, action, the private and public) and second, her criticism of several constantly recurring prejudices in the works of those who are entirely dedicated to the activity of thinking; that is, the professional philosophers.

Readings: Arendt: *The Human Condition*, *The Life of the Mind*

PL 423 01 Spanish American Philosophy

Gary Gurtler, S.J.

MWF @ 10

[Level 1]

Satisfies the Cultural Diversity Core Requirement

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.

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

Readings: *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

PL 426 01 Greek Philosophy and Literature

Eileen Sweeney

T TH @ 9

[Level 3]

This course combines a reading of selected Platonic Dialogues and Aristotelian texts (from the *Ethics*, *Politics*, and *Poetics*, among others), with a reading of Homer and Greek tragedies. Our focus will be the problems and tensions between philosophic and literary views of human life, love, and the possibility for happiness. Will consider some very recent interpretations of this relationship (Nussbaum, Williams, Weil) and try to develop some of our own.

PL 434 01 & PL 434 02 Capstone: Ethics in the Professions

ALTID UN 508 01 & UN 508 02

Richard Spinello

T 4:30-6:45 (section 01)

TH 4:30-6:45 (section 02)

[Level 1]

This course deals with two distinct but complementary approaches to ethics. It will consider programmatic moral analysis which involves working through and resolving vexing moral dilemmas that arise in four major professions: law, business, journalism, and medicine. For example, we will explore cases that raise controversial questions such as the following: How can the media balance the right to privacy with the public's right to know? Is the lawyer in the adversary system a pure legal advocate or a moral agent? What are the limits of zealous advocacy? When is it legitimate to restrict patient autonomy? Should physician assisted suicide be legalized? Is there a prima facie right to privacy in the workplace?

In addition to this sort of analysis, the course also seeks to provoke the moral imagination by raising larger moral questions—how do you hold on to your spiritual and religious values in a competitive, secular society? How do you strike the right balance between career obligations and obligations to one's family and friends? What happens when you compromise certain moral principles? Is virtue really its own reward? We will rely on a philosophical essay, a movie, and several short readings as a basis for discussing these issues.

Requirements: reflection papers and case analyses; final exam

Readings: *The Consolation of Philosophy* (Boethius), *Case Studies in Information Ethics* (Spinello), package of cases and readings (available at BC Bookstore)

PL 443 01 Political Philosophy: Montesquieu to Mill

Gerard O'Brien, S.J.

MWF @ 1

[Level 1]

This course examines the thought of some of the major political philosophers from the mid-eighteenth to the late nineteenth century. Stress is on the reading, analysis and discussion of primary texts and the relation of these thinkers to both the earlier tradition and to the contemporary period. Fundamental questions such as the relationship of political philosophy to basic epistemological and ethical questions, the foundations of authority in society, and how political philosophy is affected by cultural changes are given special emphasis.

Requirements: One course paper, one take-home mid-term, one final examination. Class discussion counts toward the course grade.

Readings: Bentham, Burke, Mill, Montesquieu, Rousseau, Adam Smith, DeTocqueville

PL 444 01 Modern Philosophy of Imagination

Richard Kearney

MWF @ 2

[Level 3]

Selected readings in the philosophy of imagination from Plato to postmodernity.

Readings: *The Wake of Imagination*, R. Kearney, Routledge, London and New York, 1990, Selected texts by Plato, Kant, Sartre and Barthes

PL 497 01 Parmenides and the Buddha

Stuart Martin

MWF @ 2

[Level 3]

Parmenides, the greatest of the Greek philosophers before Socrates, lived during a time when momentous yet similar changes were taking place—or being resisted—in civilizations as distant as Greece and China, and as diverse as Israel and India. He taught that being is One, ungenerated, unalterable—and arguably intelligent. Was this, as modern Rationalists maintain, a logical miscalculation? Or was it a mystical insight? To answer this question and to understand the role which Parmenides played in the impending shift of human consciousness, we will explore both visual materials and literary texts, as well as compare Greek mythology to its correlates in Taoism, in Hinduism and Buddhism, and in the Jewish and Christian scriptures. We will also examine C.G. Jung's theory of the "Collective Unconscious" as well as Mysticism (East and West) and the claims of modern Rationalism. We will then consider whether Parmenides's message has any bearing on our own time, a time when the exclusive claims of science are being questioned and "new age" consciousness is beginning to assert itself. Few people would decry the benefits of technological progress, but is it worth what moderns have increasingly abandoned for its sake, namely, access to the mysterious realms of myth and religion?

Requirements: two conferences, one paper, two tests, a final examination

Readings: Class notes prepared by Dr. Martin; archeological accounts and video tapes of Elea (the native city of Parmenides) and Poseidonia; selections from the ancient historian Herodotus and from the biographies recorded by Diogenes Laertius; fragments of Parmenides's predecessor Xenophanes; a viewing of Euripides's Iphigenia; works of Eliade and Jung; selections from the Campbell Tapes, and from the evolutionary theories expressed in Teilhard de Chardin's The Phenomenon of Man; a guest lecture on Buddhism.

PL 504 01 Plotinus: The One and the Many

Gary Gurtler, S.J.

MW @ 3

[Level 3]

This course is designed to look at the puzzles Parmenides set for Greek philosophy after him. We will begin with Plotinus's treatise, "On the Categories," Ennead VI 1-3[42-44], and then retrieve the positions of Parmenides, Plato and Aristotle. The issues include the primordial problem of the one and the many, the Platonic problem of participation (the relation of the forms to particulars), and the Aristotelian rejection of the world of forms and its replacement by the theory of change and the categories. After preliminary lectures on Plotinus, there will be seminar presentation on Plotinus in relation to his sources, Parmenides, Plato and Aristotle.

Requirements: class presentation, a 15-29 page term paper, a final exam

Readings: Plotinus, *Enneads*, VI. 1-5 (Cambridge, Loeb Classical Library, Harvard University Press, 1988).

PL 519 01 Science and Religion: Shifting Boundaries, Changing Contexts

Ronald Anderson, S.J.

T 4:30-7

[Level 3]

The intent of this course is to explore the complex and shifting relationship between scientific thought and religious belief through a reading of selected scientific texts which contain religious language and themes. Particular attention will be paid to the manner in which scientific disciplines evolve, develop identities, relate to other disciplines, and reflect the contexts in which they arise. In addition, the role of organizing themes such as those of "conflict" or "harmony" will be explored in historical accounts of the relationship between science and religion.

The course will focus on two periods: the Scientific Revolution of the 16th and 17th centuries with selections from the works of Copernicus, Kepler, Galileo, and Newton; the Darwinian Revolution of the 19th century with selections from the works of Darwin, Paley, and the various reactions to "Darwinism." While the focus of the course will be largely historical, attention will be given to contemporary issues to do with the relationship between science and religion. No particular scientific knowledge is required for the course.

Requirements: A series of short informal 1-2 page reflection papers based on the readings, a mid-term exercise (e.g., a review of a video, movie, or novel dealing with an episode of conflict between science and religion), and a final written assignment consisting of three short essays based on issues explored during the course.

Readings: Ian G. Barbour, *Religion and Science: Historical and Contemporary Issues Between Christianity and Science* (University of California Press, 1986); David C. Lindberg and Ronald L. Numbers, *God and Nature: Historical Essays on the Encounter* (Harper San Francisco, 1997); Charles Darwin; *The Origin of Species* (Penguin); Course Reader

PL 523 01 Problem of Measure and the Origins of the Modern Fact/Value Dichotomy

Elizabeth Brient

T TH @ 3

[Level 3]

The legitimacy of the modern notion of scientific progress and the ideal of objectivity which it presupposes have been brought into question by reflections of the "loss of value" implicit in the reduction of our lived, experientially rich and meaning laden world, to a determinate world of bare facts. These facts may be manipulated in the technological reconstruction of the world but can never provide an ethical measure for human action.

We will consider the origins of this fact/value dichotomy, as it arises in the epochal transition from the late medieval to the modern world, in an attempt to clarify the way in which the modern project of scientific progress depends on a pre-scientific conception of the integrity and richness of reality itself.

Requirements: class participation, final paper, midterm, final exam

Readings: Hannah Arendt, *The Human Condition*; William of Ockham, *Philosophical Writings*; Francis Bacon, *Novum Organum*; Hans Blumenberg, *Shipwreck with Spectator*

PL 537 01 Wisdom from the East: India's Upanishads

Cross-listed with TH 527 01

Francis Clooney, S.J.

M 3-5:30

[Level 3]

The Upanishads, famous religious and philosophical texts from the ancient and medieval India, record the speculations of seers and sages about the ultimate meaning of life and the pathway of total liberation. Rooted in older traditions, still they test bold new ideas about the world, the self and the highest truth. This introductory course focuses on some of the most famous Upanishads, their context and meanings, their interpretation by great Hindu thinkers, and their significance for us today.

Requirements: 1. preparation for class, class attendance, and active participation; 2. a weekly 1-2 page reflection on assigned readings, according to a theme or direction suggested by professor, and due at class time; 3. two 10-page papers, one in the middle of the course, one at the end of the course.

Readings: *The 13 Principal Upanishads*, tr. by Robert Hume, *The Vivekacudamani*, tr. by Swami Madhavacharya; A small xerox packet, including "The life of the Renunciant" (excerpt from the Brhat-Samnyasa Upanisad) "Self Inquiry" by Sri Ramana Maharshi.

PL 541 01 Philosophy of Health Science: East and West

Pramod Thaker

T TH @ 9

[Level 3]

Satisfies Cultural Diversity Core Requirement

This course will explore the underlying ethical suppositions of health care practice. Starting from concrete clinical problems such as the care of the elderly and the influence of technology, the course will attempt to draw out the philosophical assumptions of health care practice and show the necessity of an appropriate philosophical perspective in the resolution of day-to-day ethical dilemmas in health care. A close examination of medical practice, from Hippocratic regimen to high-tech medicine, will be undertaken. As a counterpoint, another ancient medical tradition, from India of about 500 B.C. will be studied. We will see how the physicians and philosophers of such diverse schools approach philosophical and ethical problems inherent in medical practice.

Requirements: Two papers and a final written examination

Readings: 1. Selected literature volume to be purchased from the BC Bookstore; 2. 'Handout' material given in the class; 3. Books on Reserve List in the Library

PL 554 01 Philosophy of Poetry and Music

Brian Braman
Joseph Flanagan, S.J.

MW 4:30-6

[Level 3]

The purpose of this course is to provide an introduction into the world of painting, music, architecture and the dance. Some familiarity with literature will be presumed. After an initial exploration of these artistic worlds, participants will be encouraged to examine their experience in a more philosophical manner, trying to appropriate in a personal way the deeper significance and meaning of art. The influence of art in the formation of culture will be a subsidiary theme. Also, special attention will be given to the ways that the various art forms interrelate and support one another.

Requirements: mid-term exam; final exam; three observation papers

Readings: *Four Quartets*, Eliot; *The Wasteland and Other Poems*, Eliot; *The Wasteland: A Poem of Memory and Desire*, Gish; *Norton Anthology of World Masterpieces*, Vol. 2; *The Story of Art*, Gombrich; *Genius Loci*, Norberg-Schulz

PL 577 01 Symbolic Logic: An Introduction to its Methods and Meaning

Ronald Anderson, S.J.

T TH @ 3

[Level 3]

This course will provide an introduction to symbolic logic and the powerful but straightforward techniques it provides to express and evaluate various forms of argumentation expressed in ordinary English. Such techniques reveal the ways in which logical structure is subtly woven into ordinary languages and enhance the skills necessary for effective reasoning. It is intended that overall, the course will provide an insight into and intuitive feel for the remarkable property of "logical necessity" which characterizes all valid deductive arguments. A number of interesting questions of 20th century logic will be considered such as the paradoxes associated with self-reference (e.g., "this sentence is false") and whether or not the procedures of symbolic logic when computerized can capture the full range of human reasoning. No prior knowledge of logic will be presupposed.

Requirements: A series of short take-home assignments throughout the semester. Open book mid-term and final exams.

Readings: *The Logic Book*, 3rd edition. M. Bergmann, J. Moor, and J. Nelson (McGraw-Hill, 1998), & Solution Book.

PL 584 01 The Philosophy of C. S. Lewis

Peter Kreeft

T TH @ 10:30

[Level 3]

This semester will cover the non-fiction works listed under readings below:

Requirements: mid-semester and final, original extra credit essays optional

Readings: C.S. Lewis: *Mere Christianity*, *The Problem of Pain*, *Miracles*, *The Screwtape Letters*, *The Four Loves*, *A Grief Observed*, *Poems*, *The Abolition of Man*, *Surprised by Joy*, *God in the Dock*, and selected essays

PL 594 01 Foundation of Ethics

Patrick Byrne

T TH @ 3

[Level 3]

Ethical living has been a challenge for humanity since the beginnings of recorded history. Indeed, the problem of ethical thought and living has always been a central concern of philosophical reflection, especially in the West. In the late twentieth century, however, the problem of ethics has reached a state of "crisis," as increasingly people have come to suspect that no normative basis for ethics can be found. This course will examine attempts to find foundations for ethics, and look at these attempts in relation to "antifoundationalist" critiques.

Readings: Authors such as Plato, Aristotle, Aquinas, Hume, Kant, Nietzsche, MacIntyre, Lonergan, Rorty, Williams, Foot, Taylor, Nussbaum and Murdoch will be discussed.

PL 610 01/HS 616 01 The Scientific Revolution and Its Consequences HS 616 01

I.B. Cohen

W 3-5

[Level 3]

Prerequisites: This seminar is open to graduate and qualified undergraduate students.

This will be an intensive study of some of the great revolutions that created modern science as we know it, among them the heliocentric system of the world (Copernicus), the dynamical construction of the physical universe (Copernicus), the dynamical construction of the physical universe (Galileo and Newton), the new physiology (Harvey), evolution by natural selection (Darwin), relativity (Einstein). In each case study, stress will be placed on method and evidence and on philosophical and general intellectual consequences. Special attention will be given to implications of scientific advances in relation to theories of government and our understanding of society and our self-image.

Readings: Will be assigned in primary source documents and in modern scholarly studies. This seminar is open to graduate students and qualified undergraduates.

PL 623 01 Knowing & Making in Modern Philosophy

Robert Miner

MW @ 3

[Level 3]

In modern philosophy, truth and intelligibility come to be closely associated with human making. The nexus between the true and the made, some recent scholars have argued, is not only one facet of modernity among others, but its very essence. In this seminar, we will put this thesis to the test through our own reading of primary texts.

Requirements: participation in class discussion, a combination of oral presentations and short exegetical essays, final term paper.

Readings: Authors to be considered include Nicholas of Cusa, Bacon, Descartes, Hobbes, Leibniz and Vico.

PL 625 01 The Problem of Self-Knowledge

Joseph Flanagan, S.J.

TH 6:30-8:30

[Level 3]

"The unexamined life is not worth living." Socrates' proclamation forms the basic assumption of this course. However, important developments in Western culture have made the approach to self-knowledge both more difficult and more essential. The work of Bernard Lonergan will serve as a guide.

Requirements: mid-term, final exam, a 15-page term paper.

Readings: Descartes, *Meditations*; Locke, "Of Identity and Diversity," "The Idea of Personal Identity"; Hume, "Of Personal Identity"; Hadot, *Philosophy as a Way of Life*; Taylor, *Sources of the Self*; Lonergan, "Self-Appropriation," "Self-Affirmation," "Reflective Understanding and Judgment," "Cognitive Structure"; Sandel, *Liberalism and the Limits of Justice*

PL 706 01 Aquinas and Reid

Thomas Hibbs

W 4:30-6:15

[Level G]

After a quick rehearsal of classical modern views of human nature and human knowledge from Descartes to Berkeley, we will look carefully at Reid's great dissent from the modern epistemological project and his attempt to revive a quasi-Aristotelian account of human nature and human knowledge. We will then turn to Aquinas's account of the same matters to see where he and Reid overlap, where they differ, and where we should situate Aquinas with respect to the modern project that Reid repudiates.

Requirements: one term paper (15-20 pages), final oral exam

Readings: Selections from Descartes, Locke, Hume, and Berkeley (Hackett); *Aquinas on Human Nature* (Hackett); Reid, *Inquiry and Essays* (Hackett)

PL 733 01 Levinas and Heidegger

Jacques Taminiaux

T 4:30

[Level G]

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

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

PL 739 01 Paradigms of Public Reason: Contemporary Perspectives In Law, Politics and Philosophy

David M. Rasmussen

TH 4:30-6:15

[Level G]

A number of approaches to modern discourses on politics have emerged recently under the category of public reason with a particular focus on the interrelationship between law, politics and philosophy. This course will consider various approaches to public reason including: Postmodern Paradigm (Derrida among others); Liberal Paradigm (Rawls, Scanlon, Dworkin and Ackerman among others); Procedural Paradigm (Habermas among others); Republican Paradigm (Arendt, Michelman, Sandel, MacIntyre and Taylor among others).

The course will examine representative arguments within these various paradigms and the debates generated between the paradigms regarding the character of public reason.

Requirements: A research paper on a topic relevant to the course and selected with approval of the professor will be due at the end of the semester.

PL 742 01 Philosophy of Narrative

Richard Kearney

TH 6-8

[Level G]

Exploration of modern philosophies of narrative and its relation to memory and history with particular attention to the recent work of Paul Ricoeur.

Requirements: To be determined in class.

Readings: (Required) P. Ricoeur, *Time and Narrative*. Vol. 3, Section 2, Chicago Univ. Press, 1988; *Questioning Ethics*, ed. M. Dooley and R. Kearney, Routledge, 1999

(Optional) E. Casey, *Remembering*, Indiana Univ. Press, 1987; S. Friedlander, *Probing the Limits of Representation*, Harvard Univ. Press, 1992; D. Carr, *Time, Narrative and History*, Indiana Univ. Press, 1986; S. Felman & D. Laub, *Testimony*, Routledge, 1992; L. Langer, *Holocaust Testimonies*, Yale Univ. Press, 1991; J. LeGoff, *History and Memory*, Columbia Univ. Press, 1992; R. Kearney, *Poetics of Modernity*, Humanities Press, 1996

PL 856 01 Seminar: Heidegger II

Thomas Owens

W 3-4:30

[Level G]

Prerequisites: PL 855

This is a continuation of the fall semester course (PL 855) and open only to students who have participated in that course.

Requirements: class presentations, term paper, oral, final examination.

PL 871 01 St. Thomas Aquinas: Summa Theologica

Peter Kreeft

T 3-5:30

[Level G]

Prerequisites: Graduate level, selected undergraduates may enter only by special permission from the professor.

Requirements: weekly active participation in seminar, short term paper, take-home exam

Readings: Aquinas, *Summa of the Summa* (ed. P. Kreeft), *Summa Contra Gentiles*, vol. 1; Pieper, Josef, *Guide to St. Thomas*; Chesterton, *St. Thomas Aquinas, the Dumb Ox*

PL 990 01 Teaching Seminar

Richard Cobb-Stevens

F 4:30-6

[Level G]

This course is required of all first- and second-year doctoral candidates and includes discussion of teaching techniques, planning of curricula, and careful analysis of various ways of presenting major philosophical texts.
