

Boston College, Philosophy Electives, Spring 2002

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PL47001	2084	PHIL OF WORLD RELIGIONS	KREEFT	T TH 12*
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[Course Descriptions with requirements and readings](#)

PL 193 01 Chinese Classical Philosophy

Francis Soo

TTh 1:30*

Level - 1

Satisfies Cultural Diversity Core Requirement

Starting from the general introduction to Chinese philosophy as a whole, the course will focus on three of the most important philosophical schools :

Confucianism, Taoism, and Buddhism. Emphasizing social harmony and order,

Confucianism deals mainly with human relationships and human virtues.

Centered on the harmony between nature, man and society, Taoism

teaches the most natural way to achieve this harmony, Tao. Synthesized as

soon as it arrived in China, Buddhism reveals that the ultimate reality both

transcends all being, names, and forms and remains empty and quiet in its

nature.

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. (Class #3 will meet in the John Hancock Observatory.) 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 firsthand study of a most intriguing and changing inner-city neighborhood.

PL 222 01 Self and City: Response

Kathleen Hirsch

W 3-5

Level 1

This PULSE elective, which requires a PULSE placement, will explore the choices available to the Self in response to the world. Through biographies, essays, sermons, and other materials, we will examine the classical historic and Christian responses to the concrete question of individual calling: service/activism, creativity/image making, and healing/sanctuary. Through discussion, journal and other writings, students will gather the elements of their own spiritual awareness, education, and experience, attempting to discover an ethics of the responsible Self.

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.

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

PL 264 02 Logic

Debby Hutchins

MWF 12

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 predicate.

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

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

PL 264 03 Logic

Eric Brown

MWF 2

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 predicate.

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

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

PL 268 01 History and Development of Racism

Cross Listed with BK 268/SC 268

Horace Seldon

T 3-5:30

Level - 1

Satisfies Cultural Diversity Core Requirement

This course traces the interrelationships of individual and institutional forms of racism. The course will survey historical forms of racism the United States and will identify past and present methods of opposing racism. A focus on racism toward African Americans will also allow independent and group study of racism towards Asians, Puerto Ricans, and native indigenous peoples.

Requirements: Attendance and participation in class discussions and home groups, which meet during the class hours, is essential. Weekly journals, one book reflection paper, a paper completed individually or in group project, and a final exam.

Reading: *Autobiography of Malcolm X*, Haley, *America Is in the Heart*, Bulosan,

PL 282 01 Philosophy of Human Existence II

Oliva Blanchette

MW 3*

Level - Core

Prerequisite: Philosophy of Human Existence I

This is a continuation of Philosophy of Human Existence I

PL 294 01 Culture and Social Structures II

Joseph Flanagan, S.J.

David McMEnamin

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 inclass

presentations, a mid-semester oral exam/"conversation," a group oral final exam

Reading: 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 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 343 01 Introduction to Black Philosophy

Jorge Garcia

TTh 12*

Level - 1

The course introduces students to the philosophical examination of important writings by or about persons of African descent.

Readings will be drawn from works by W. E. B. DuBois, Henry Louis Gates Jr. and Cornel West, Howard McGary and William Lawson, Kwame Anthony Appiah, Amy Gutmann, Alain Locke, and others.

Assignments: one in-class midterm examination and essays comprising about

twelves pages in answer to a take-home final examination

PL 407 01 Medieval Philosophy

Gary M. Gurtler, S.J.

TTh 4:30*

Level 2

This course will consider how medieval thinkers approached reading three "books," the Bible, the human soul and the world of nature. St.

Augustine provides the foundation for this educational practice that extended into modern times. The other thinkers give examples of the application of their own principles to one or another of the areas intimated by these three books. All express a common cultural conviction that takes account of both faith and reason and expresses a richly humanistic vision of the world in which we live.

Requirements: term paper, midterm and final exams.

Reading:

St. Augustine, *On Christian Doctrine*, tr., D. W. Robertson, Prentice-Hall, 1958.

ISBN 0024021504

St. Bonaventure, *The Mind's Road to God*, tr. G. Boas, Prentice-Hall.

ISBN 0023112506

St. Thomas Aquinas, *Introduction to Saint Thomas Aquinas*, ed. A. Pegis, McGraw-Hill Higher Education.

ISBN 0075536536

Medieval Philosophy, ed. J. Wippel, A. Wolter, The Free Press, 1969.

ISBN 0029356504

PL 410 01 Contemporary Metaphysics

Laura Garcia

MWF 1

Level 1

Prerequisite: Philosophy Core Requirement Fulfilled.

This course will focus on current debates on metaphysical issues such as the nature of time, the relationship between mind and body, substances, and attributes, and realism/antirealism.

Requirements: In-class midterm and a term paper (10-12 pages). Class participation is encouraged and expected.

Reading: Will be drawn from recent articles on these topics in the philosophical literature.

PL 413 01 Faces of Fascisms

James Bernauer, S.J.

TTh 3*

Level 1

This course will study the fascisms of the twentieth century as a type of political religion and a form of sexual community.

Requirements: Readings, videos, and engagement in a group project on a precise aspect of fascism

Reading: Stanley Payne, *A History of Fascism*; Jeffrey Schnapp, *A Primer of Italian Fascism*; Hannah Arendt, *The Origins of Totalitarianism*; Michel Foucault, *A History of Sexuality*; Eric Johnson, *Nazi Terror*; George Mosse, *Nationalism and Sexuality*; Klaus Theweleit, *Male Fantasies I* (1/2 of class), and *Male*

PL 429 01 Freud and Philosophy

Vanessa Rumble

TTH 10:30*

Level 1

The first half of the semester will be dedicated to a (more or less) chronological reading of Freudian texts. We will examine Freud's ideas concerning the origin of the neuroses, the similarity between normal and pathological mental processes, the evolving "topographies" or maps of the human mind, the sources of conscience and guilt, and the origins of culture.

In the second half of the semester, we will survey some of the more creative and philosophically fruitful readings of Freud. Among those examined are the following: Herbert Marcuse, a utopian thinker with strong ties to both Marx and Freud, Paul Ricoeur, hermeneuticist who challenges the widely held conception of Freud as a moral reductionist, Rene Girard, whose readings of literature and culture are based on a provocative reinterpretation of the Oedipal complex, and Jonathan Lear, a contemporary philosopher and psychoanalyst who brings Freud's anthropology into dialogue the views of Plato and Aristotle.

Requirements: Mid-term examination, objective and essay, 30%. Five reflection papers, two pages, typed, 30%. Final paper, 10-12 pages, 40%.

Required Texts: Freud, Sigmund, *The Neuro-Psychoses of Defense*,

Selections from *Studies on Hysteria*, *Screen Memories*, *The Psychological Mechanism of Forgetfulness*.

Selections from *Introductory Lectures on Psychoanalysis*, *Totem and Taboo*, *On Narcissism*, *Mourning and Melancholia*, *The Ego and the Id*, *Beyond the Pleasure Principle*, *Civilization and Its Discontents*, *Remembering, Repeating*,

and, *Working Through*.

Marcuse, Herbert, *Eros and Civilization*

Ricoeur, Paul, Selections from *Freud and Philosophy*

Girard, Rene, Excerpts from *The Scapegoat*

Lear, Jonathan, *Love and Its Place in Nature*

Selections from *Open-Minded: Working Out the Logic of the Soul*

PL 435 01 Theory of the Novel

David M. Rasmussen

TTH 1:30*

Level 1

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

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

Requirements: Mid-term and final oral examinations for all students. In addition, students are asked to prepare a short paper (3-5 pages) on a particular topic.

Students may pursue a research project instead of the final exam with approval from the professor.

Reading: *Philosophies of Art and Beauty*, eds. Hofstadter and Kuhns (UCP);

One Hundred Years of Solitude, Gabriel Garcia Marquez (Harper/Perennial);

Crime and Punishment, Fyodor Dostoyevsky (Penguin); *The Sun Also Rises*,

Ernest Hemingway (S&S, Scribner); *Death in Venice*, Thomas Mann (Random

House/Vintage); *Light in August*, William Faulkner ((Random House/Vintage);

Madame Bovary, Gustave Flaubert (Random House/Vintage)

PL 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.

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

PL 470 01 Philosophy of World Religions

Peter Kreeft

TTh 12*

Level 1

Satisfies Cultural Diversity Core Requirement

The purposes of this course are (a) to familiarize students with religious data: the teachings of each of the world's major religions; (b) to understand, empathize

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

Requirements: final exam and original paper

Reading: Huston Smith, *The Religions of Man*; Hermann Hesse, *Siddhartha*;

Tucker Calloway, *Zen Way, Jesus Way*; Lao Tzu, *Tao Te Ching*; assorted articles and excerpts from scriptures.

PL 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' 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

Reading: 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 Herodotos and from the biographies recorded by Diogenes Laertius, fragments of Parmenides' predecessor Xenophanes; a viewing of Euripides' 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 three major figures in Greek philosophy, Plato, Aristotle and Plotinus. We will begin with Plotinus' difficult treatise on omnipresence, *Ennead VI 4-5 [22-23], "On the Presence of Being, One and the Same, Everywhere as a Whole."* The issues include the Platonic problems of participation, the relation of particulars to forms, of sensible to intelligible, of Platonic being to Aristotelian substance, and the priority of being and substance over number. The second part moves to Plotinus' *One as the God beyond being* in contrast with Stoic materialism. After this preliminary study of Plotinus, there will be seminar presentations on the sources Plotinus is using: Parmenides, Plato and Aristotle.

Requirements: class presentation, a 15-20 page term paper, final exam

Reading: Plotinus, *Ennead, VI. 1-5*, trans. by A.H. Armstrong (Loeb Classical Library, Harvard University Press, 1988). ISBN 0674-99490-6

PL 505 01 The Aristotelian Ethics

Arthur Madigan, S.J.

MWF 1

Level 3

This course includes a reading of Aristotle's *Nicomachean Ethics*, and it examines its principal themes: happiness, virtue, responsibility, justice, moral weakness, friendship, pleasure, and contemplation.

Requirements: Close reading of Aristotle, *Nicomachean Ethics*, regular participation in class meetings: two 3-5 page explications of selected texts; midterm exercise; final examination.

PL 518 01 Modern Philosophies of Imagination

Richard Kearney

MWF 2

Level 3

Readings in the philosophy of imagination from Plato to post-modernity.

SPRING 2002

PL 541 01 Health Science: East and West

Pramod Thaker

TTh 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 investigate 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.

Reading: Selected literature volume to be purchased from the BC Bookstore,

'handout' material given in the class, books on reserve list in the library

PL 542 01 Socrates

Peter Kreeft

TTh 1:30*

Level 3

Prerequisite: *Philosophy Core Fulfilled*

"Great Books" style seminar, first exploring some of Plato's early Socratic dialogues, then juxtaposing Socrates, the touchstone for all western philosophy, with the pre-socratics, the Sophists, the gods, Plato, Aristotle, Augustine, Boethius, Aquinas, Descartes, Hume, Kant, Jesus, and contemporary issues.

Requirements: mid-semester and final, and an original Socratic dialogue

Reading: Plato, 'Collected Dialogues', including *Apology*, *Crito*, *Phaedo*, *Euthyphro*, *Ion*, *Gorgias*, *Meno*, *Symposium*, and *Republic*, Book 1. Kreeft, *The Best Things in Life*, *The Journey*, *Socrates Meets Jesus*

PL 543 01 Normative Conflict

Jorge Garcia

TTh 3*

Level 3

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 including Philippa Foot, Judith Thomson, Thomas Nagel, Robert Nozick, Warren Quinn, Frances Kamm, Shelly Kagan, Derek Parfit, and H. Richardson.

Assignments: 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 554 01 Philosophy of Poetry and Music

Joseph Flanagan, S.J.

MW 4:30*

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 594 01 Foundations of Ethics

Patrick Byrne

TTh 3*

Level 3

By the late twentieth century, the various forms of consensus regarding right and wrong action, good and evil, ethics and morality have become weakened.

Traditional communities of ethical formation and sanction display a greater degree of

uncertainty and bewilderment, on the one hand, and defensiveness, on the other; in their place there have arisen small but influential and persuasive communities advocating heroically living with "contingency and irony" on the one hand, and assertively attacking traditional standards as repressive.

Underlying at least some of this social, political and cultural crisis is a parallel crisis regarding the "foundations" of ethics as a philosophical mode of inquiry. Richard Rorty has put the "antifoundationalist" argument most forcefully, through his critique of traditional approaches, and by drawing on certain post-modern themes and authors.

In this course we will consider Rorty's challenge to the possibility of foundations, particularly foundations of ethics, in comparison to the work of traditional as well as contemporary thinkers.

Requirements: (1) A term paper identifying and describing in some detail a contemporary ethical issue of special concern to you; summarizing contemporary debate surrounding that issue, analyzing the "foundations" that underpin various positions in the debate. (2) Mid-term and (3) final exams.

Reading: Rorty, *Philosophy and the Mirror of Nature*

Kant, *Grounding for the Metaphysics of Morals*

Aristotle, *Nicomachean Ethics*

Austen, *Pride and Prejudice*

Lonergan, (selected readings)

Melchin, *Living with Other People,*

Jacobs, *Systems of Survival*

Williams, *Ethics and the Limits of Philosophy*

PL 605 01 Philosophy of Otherness:

Strangers, Gods, and Monsters

Richard Kearney

W 6:15-8

Level 3

This course will explore certain limit-experiences of philosophy at the edge.

Concentrating on contemporary theories of narrative, it will proceed to analyze a number of figures of "sublime excess" which have captured and obsessed the postmodern social imaginary. Foremost amongst such figures studied will be "aliens," "divinities," and "monsters"--and combinations of all three.

Readings will include the works of such thinkers as Plato, Kant, Ricoeur, Heidegger, Kristeva, Derrida and Zizek. Practical examples will be drawn from recent literature, cinema, TV and popular cyber-culture. The aim of the seminar is to develop a new critical hermeneutics of the contemporary cultural unconscious.

This seminar also involves participation in a DVD intervarsity exchange seminar with The European University Institute in Florence, University College Dublin and the University of Paris. This includes live video-conferences with the three universities and opportunities for follow-up 'threaded conversations' with their students on the seminar Web-site (each student will be provided with a special access pass).

Details of requirements and readings will be provided in class.

PL 610 01 The Scientific Revolution & Its Consequences

Patrick H. Byrne

W 4:30-6:30

Level 3

An exploration of the great revolution of the 16th and 17th centuries which created modern science. The topics will include: the creation of new methodologies for science; new principles of evidence and new sources of authority; organization and dissemination of knowledge; sources of support or patronage for the new science; and the social, religious, and intellectual components of the revolution. We will also explore the changes in the ideas of ultimate reality and the epistemological standards for knowledge and certitude.

There are no scientific pre-requisites.

Reading List:

Marie Boas: *The Scientific Renaissance 1450-1650* (Dover Publications, 1994)

Kuhn, *The Copernical Revolution*; Sobel, *Galileo's Daughter*; I. Bernard Cohen:

Revolution in Science (Harvard University Press, 1985); I. Bernard Cohen and

Richard S. Westfall (editors): *Newton--A Norton Critical Edition* (W. W. Norton &

Company, 1995); Richard S. Westfall: *The Construction of Modern Science*

(Cambridge University Press, 1971); Descartes, *A Discourse on Method*

Graduate students will be expected to read: Thomas S. Kuhn: *The Structure of*

Scientific Revolutions (University of Chicago)

PL 726 01 Vico

Robert Miner

M 3-5

Level - Graduate

In this seminar, we will discuss several texts by the Italian philosopher and philologist Giambattista Vico. Themes to be explored in the early works include the attempt to reconcile antiquity and modernity, the defense of virtue ethics and humanist pedagogy against Cartesianism, the adumbration of an historicist approach to law, the attempt to articulate a constructivist

philosophy of mathematics, the preference for synthetic over analytic geometry, the anti-materialist ontology of metaphysical points, and the critique of Cartesian method. For the intermediate phase of Vico's thought, we will read sections of the *Diritto Universale*, with a view to assessing the synthesis of Plato and Tacitus through a highly idiosyncratic use of Bacon and Grotius. After reflecting on the self-narrative found in the *Vita di Giambattista Vico, scritta da se medesimo*, we will conclude with a close reading of the final version of the *Scienza nuova*. Some attention will be paid to the possibility that the *Scienza nuova* offers a non- Nietzschean genealogy of morals.

Requirements: Class discussion, presentations, two or three short exercises, final term paper

Texts to purchase: *On the Study Methods of Our Time*, trans. Elio Gianturco; *On the Most Ancient Wisdom of the Italians*, trans. L.M. Palmer; *Universal Right*, trans. G. Pinton; *The Autobiography of Giambattista Vico*, trans. M.H. Fisch and T.G. Bergin; *The New Science of Giambattista Vico*, trans. M.H. Fisch and T.G. Bergin

PL 727 01 Kant's Political (Aesthetic) Philosophy

David Rasmussen

TH 4:30-6:15

Level - Graduate

This course will focus on the Kant's *Critique of Judgement*, with special emphasis on the use of the 'Third Critique' as a model for political action. In particular, we will concentrate on the transition from determinant to reflective judgement. Apart from a careful reading of Kant, we will consider the tradition of political interpretation, which begins with Hannah Arendt.

Requirements: class participation and a research paper on a topic approved by the instructor.

Reading: Kant, *The Third Critique*, Pluhar translation, Hackett ed.; political interpretations of the 'Third Critique', to be announced.

PL 747 01 William James

Richard Cobb-Stevens

W 3-4:30

Level - Graduate

James' philosophy rejects all closed systems of truth in favor of a dynamic theory of truth-in-the-making, which justifies and encourages free participation in the completion of an unfinished universe. This course will focus upon the relationships between the key themes of James' philosophy: time and selfidentity, the scope and limits of rationality, and pragmatism.

Requirements: research paper

Reading: *The Varieties of Religious Experience, Will to Believe and Other Essays in Popular Philosophy, The Principles of Psychology, Pragmatism & The Meaning of Truth*

PL 756 01 German Romanticism

Vanessa Rumble

W 3-4:30

Level - Graduate

Kant's transcendental idealism has been charged with divorcing the subject of knowledge from the subject of moral experience. We shall examine the basis of this claim, as well as the attempt by Romantic writers to provide a fresh account of the integrity of human experience.

We begin by examining two key influences on Kant's 3rd Critique: the writings of Johann Herder and Jean-Jacques Rousseau. We then examine Kant's attempt in *The Critique of Judgment* to bridge the moral and the natural realms through aesthetics (the productive imagination). We trace the progressive emancipation of the creative imagination in the later development of German Romanticism.

Requirements: Reflection papers on Rousseau, Goethe, and Schelling; takehome midterm on *The Critique of Judgment*; final paper.

Reading:

Herder, *Against Pure Reason: Writings on Religion, Language, and History*

Rousseau, *Reveries of the Solitary Walker*

Kant, *The Critique of Judgment*

Schiller, *On the Aesthetic Education of Man*

Goethe, *Faust, Part One*

Schelling, *Philosophical Inquiry into the Nature of Human Freedom*

(perhaps) Schlegel, *Philosophical Fragments*

E.T.A. Hoffman, *Tales of E.T.A. Hoffman*

Heinrich von Kleist, *The Marquise of O and Other Essays*

PL 797 01 Aquinas's Summa Contra Gentiles

Thomas Hibbs

MW 4:30*

Level - Graduate

A seminar that will focus on careful reading of Book One of the *Summa Contra Gentiles*, with special attention to the first and third books. Some attention will also be given to recent interpretations of Aquinas, both in analytic philosophy (Kretzmann) and in continental philosophy (Marion).

Requirements: One long paper and a final oral exam.

Reading: Thomas Aquinas, *Summa Contra Gentiles*, Books I to III.

PL 798 01 Hegel's *Encyclopedia Logic*

Oliva Blanchette

M 6:30-8:15

Level - Graduate

Besides his longer, more closely articulated *Science of Logic*, Hegel also wrote a shorter, more schematic *Logic*, which he used for teaching and which became the first part of the *Encyclopedia*, the systematic summation of his Philosophy.

For the latter, he also wrote an introduction that can be viewed as an alternative to the *Phenomenology of Spirit*, as an introduction to the System.

This seminar will consist in a textual analysis of this introduction and of the *Logic* that follows it as the science of the Idea in and for itself.

PL 856 01 Seminar: Heidegger II

Thomas Owens

W 3-4:30

Level - Graduate

Prerequisite: 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