

Philosophy Department Electives Spring 2003

[Full course descriptions, with readings and requirements below]

Course	Index	CR	Level	Title	Schedule	Location	Instructor,Comments
PL19301	7909	3	one	Chinese Classical Philos	T TH 10 30*		Soo
PL21001	3853	3	one	Justice In Ancient Greece	M W F 2		Gill
PL21601	7910	3	one	Boston:Urban Analysis	TH 3-5 30		Manzo
PL22201	7911	3	one	Self &City:Response	W 3-5		Hirsch
PL26401	7913	3	one	Logic	M W F 11		Martin
PL26402	7914	3	one	Logic	M W F 1		Gardner
PL26403	6872	3	one	Logic	M W F 2		O'Connor
PL26801	7916	3	one	Hist And Devel Of Racism	T 3-6 30		Seldon
PL29201	9636	3	one	Philos Of Community li	T 4 30-6 15		Mc Menamin
PL33501	7049	3	one	Platonic Dialogues	M W F 1		O'Brien
PL33901	9628	3	one	Heidegger Project li	T TH 1 30*		Owens
PL39201	1696	3	one	God And Science	T TH 12*		Anderson
PL39202	5441	3	one	God And Science	T TH 1 30*		Anderson
PL40301	9283	3	one	Does God Exist?	M W 3*		Tacelli
PL40701	5258	3	one	Medieval Philosophy	T TH 4 30*		Gurtler
PL40801	8041	3	one	19Th&20Th Cen Philosophy	T TH 1 30*		Cobb-Stevens
PL45301	2400	3	one	Gandhi,Technology&Society	T TH 1 30*		Thaker
PL45601	4305	3	one	Holocaust:Moral History	T TH 3*		Bernauer
PL47001	6762	3	one	Phil Of World Religions	T TH 1 30*		Kreeft
PL49701	6062	3	one	Parmenides And The Buddha	M W F 2		Martin
PL51801	9330	3	three	Mod Phil Of Imagination	M W F 2		Kearney
PL54101	9331	3	three	Health Science:East/West	T TH 9*		Thaker
PL55401	6622	3	three	Philos/Poetry/Music/I	M W 4 30*		Flanagan
PL57601	0011	3	three	Two Existentialisms	T TH 3*		Kreeft
PL59301	6545	3	three	Philosophy Of Science	T 4 30-7		Anderson
PL60401	3013	3	three	Social Construction	T TH 3*		Garcia
PL65001	6804	3	three	Philosophy Of Being li	M W 3*		Blanchette
PL70901	6360	3	grad	Aristotle and Science	TH 4 30-6 15		Wians
PL72001	5066	3	grad	Platonic Theories of Know	W 3-4 30		Gurtler
PL72901	3456	3	grad	Philosophy Of Otherness	W 6 15-8		Kearney
PL76001	1265	3	grad	St Thomas Aquinas	T 3-5		Sweeney
PL76101	1265	3	grad	Hegel/Phenomenol/Spirit	M 6 30-8 15		Blanchette
PL85601	3263	3	grad	Sem:Heidegger li~	W 3-4 30		Owens
PL90101	4474	3	grad	Husserl's Later Works	TH 4 30-6 15		Cobb-Stevens
PL99001	9629	3	grad	Teaching Seminar	F 4 30-6		Cobb-Stevens

The Perspectives Courses below fulfill Core and/or Philosophy Major/Minor elective requirements:

UN10602	6541	3	L	MODERNISM & THE ARTS II	MWF 2	Brian Braman
UN10702	3873	3	L	MODERNISM & THE ARTS II	MWF 2	Brian Braman
UN11101	5088	3	L	HORIZONS/NEW SOC SCI II	MWF 1	Fred Lawrence
UN11201	0367	3	L	HORIZONS/NEW SOC SCI II	MWF 1	Fred Lawrence

PL 193 01 Chinese Classical Philosophy

Francis Soo

T TH 10 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/CL 210 01 Justice in Ancient Greece

David Gill, S.J.

MWF 2

Level 1

The aim of the course is to trace the Greek concept of justice from Homer to Aristotle, from the rough, unsystematic notions implicit in Epic and Tragedy to the discussions of the Philosophers. Topics will include violence, revenge, morality and the gods, and the administration of justice.

Requirements: active participation, occasional short papers, mid-term and final examinations; other options: longer papers to replace exams and/or reading of some of the text in Greek.

Reading: Lectures and readings will be based on selections from Homer, Hesiod, Aeschylus, Sophocles, Euripides, Thucydides, Plato, and Aristotle.

PL 216 01 Boston: Urban Analysis

David Manzo

TH 3-5 30

Level - 1

"Intuition alone is never enough to explain what you see. One must not only 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 it 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 Prudential Center.) 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 & City: Response

Kathleen Hirsch

W 3-5

Level -1

Prerequisite: Philosophy Core Fulfilled

This PULSE elective, which requires a PULSE placement, will explore the choices available to the Self in response to the world. Through biographies, essays, poems, and oral history, we will examine the question of personal 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

Elizabeth Gardner

MWF 1

Level -1

The purpose of this course is to give students an introduction to modern logic. Topics covered include: validity, soundness, fallacies, identifying standard argument forms, and constructing truth tables.

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

John O'Connor

MWF 2

Level -1

The purpose of this course is to give students an introduction to modern propositional and predicate logic. Topics covered include validity, soundness, practical applications of logic and truth tables.

Requirements: Three exams and occasional quizzes.

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

PL 268 01 History and Development of Racism

Horace Seldon

T 3-6 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 in 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; *Lies My Teacher Taught Me*, Loewen; *Hard Road to Freedom*, Horton; *The Debt*, Robinson

PL 292 01 Philosophy of Community II

Joseph Flanagan, S.J.

David McMenamin

T 4 30-6 15

Level -1

Prerequisites: Limited to members of the PULSE Council

This seminar, the second semester of a year-long course, explores the nature of community, with particular (but not exclusive) focus on community in the American context. Some of the central historical, cultural, political and religious forces which have shaped both American community and the American understanding of community are examined.

These issues are initially approached from a historical perspective with an assessment of the philosophical ideas that were evident in the political thinking of the American framers. The seminar then considers the historical development of those ideas in light of the way they are concretized in American political practice nationally and in local communities, arriving at a critical assessment of contemporary thinking on community and the relationship between community and individual.

Reading: Alexis DeTocqueville, *Democracy in America*, Vol. II; Jane Jacobs, *Death and Life of Great American Cities*; Richard Lewis, *American Adam*; Michael Kammen, *Spheres of Liberty*

PL 335 01 Platonic Dialogues

Gerard O'Brien, S.J.

MWF 1

Level -1

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, Phaedrus, Protagoras, Meno, 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. Cairns. A list of secondary sources will be given in class. A few works especially recommended are the following: R. Rumbaugh, Plato for the Modern Age; G. C. Field, Plato and His Contemporaries; Paul Friedlander, Plato: An Introduction; A. Boulenger, The Hellenic World; G-MAN Rube, Plato's Thought; A.K.A. Guthrie, The Greek Philosophers; J. E. Raven, Plato's Thought in the Making; Paul Shore, What Plato Said; A. E. Taylor, Plato: The Man and His Work; T. L. Thorson, Plato: Totalitarian or Democrat?

PL 339 01 Heidegger Project II

Thomas Owens

T TH 1 30*

Level -1

Prerequisite : 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 392 01 & 02 God and Science: Developing Spiritualities for the 21st Century

Ronald Anderson, S.J.

T Th 12* (Section 01)

T Th 1:30* (Section 02)

Level -1

We live in an age of dramatic scientific discoveries with deep implications for religious perspectives on the world and human existence. The intent of this course is to explore ways in which these discoveries can provide new perspectives and contexts for thinking about human existence and its place in nature as well as God's nature and relationship to and action in the world. Three areas within contemporary science will concern us: the origin and evolution of the universe, the evolution of life on earth, and the functioning of the human brain and its role in generating consciousness. These explorations will be the context for considering ways in which human existence can acquire a religious meaning that is structured by and in full accord with the features of the world as revealed by science. The quest for such a meaning is in essence the project of developing a spiritual vision of the universe and our place within it, a vision replete with consequences for action.

The topics in the course lie in the general area of well established studies on the nature and history of the interaction between science and religion but with a focus on the growing number of recent studies of this interaction. The spiritual traditions we will engage with in the course are Christianity and Buddhism (to a lesser extent) as the latter is represented by a tradition that has become known in the U.S. as Insight Meditation.

No particular prior knowledge of the scientific fields considered will be required.

Requirements: A series of short informal 1-2 page reflection papers due each week; a mid term exercise consisting of a review of articles from journals devoted to science and religion topics; a final written assignment consisting of three short essays.

Reading 1) Arthur Peacocke, Paths From Science Towards God (Oneworld Publications 2001); 2) Andrew Newberg et al Why God Won't Go Away (Ballantine Books, 2001); 3) J. Goldstein and J. Kornfield, Seeking the Heart of Wisdom (Shambhala, Boston 1987); 4) Peter Coles, Cosmology: a very short Introduction (OUP, 2001); 5) A course Reader

Further details at: <http://www2.bc.edu/~anderso/courses/gs.html>

PL 403 Does God Exist?

Ronald Tacelli, S.J.

MW @ 3

Level - 1

This course aims to be a serious examination, for capable undergraduates, of arguments for and against the existence of God.

PL 407 01 Medieval Philosophy

Gary Gurtler, S.J.

T TH 4 30*

Level -1

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 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 408 01 19th and 20th Century Philosophy:

Nihilism and Logic

Richard Cobb-Stevens

T TH 1 30*

Level -1

This course will begin with an examination of two revolutionary themes from nineteenth century philosophy: Nietzsche's critique of modernity as nihilism and Frege's transformation of logic. A study of key texts by these thinkers will set the stage for an understanding of major movements in twentieth century philosophy: phenomenology, existentialism, and analytic philosophy. Short readings will be selected from such authors as: Husserl, Sartre, Foucault, Quine, and McDowell.

Requirements: Mid-term exam (written), Final exam (oral)

Term paper (8-12 pages)

Reading: Friedrich Nietzsche, *The Birth of Tragedy and Other Writings*, eds. Raymond Geuss & Ronald Speirs (Cambridge Univ. Press); Gottlob Frege, *The Frege Reader*, ed. Michael Beaney (Blackwell Press); Edmund Husserl, *The Crisis of European Sciences and Transcendental Phenomenology*, trans. David Carr (Northwestern Univ. Press) - Part I only; Jean-Paul Sartre, *Being and Nothingness* (short selections); Michel Foucault, *Discipline and Punish* (short selections); Willard V.O. Quine, *From a Logical Point of View* (Harvard Univ. Press); John McDowell, *Mind and World* (Harvard Univ. Press)

PL 453 01 Gandhi, Technology & Society

Pramod Thaker

T TH 1 30*

Level -1

Mahatma Gandhi is well known as a freedom fighter for India's independence. But his deep concern regarding the impact of technology and industrialization on the social fabric is perhaps not as well known. Moreover, his analysis of the effects of machine on the society was not provincial—limited to what is sometimes called "the third world"—but universal. In this course, we will examine Gandhian thought through his own writings, and explicate their relevance to the contemporary—modern and post-modern—society. We will examine certain selections from the classical as well as contemporary literature on the philosophy of technology. This will help us to understand fully Gandhi's integrated vision of the citizen not only as a reflective but also as an active individual.

Requirement: Two papers and a final written examination.

Reading: *An Autobiography: The Story of My Experiments With Truth* (foreword by Sissela Bok), Gandhi, M.K., Boston: Beacon Press (Random House); *The Essential Writings of Mahatma Gandhi*, Iyer, Raghavan (Editor) New York: Oxford University Press; *Technology and the Future* Teich, Albert H., New York: St. Martin's Press

PL 456 01 Holocaust: Moral History

James Bernauer, S.J.

T TH 3*

Level -1

The purpose of this course is to explore the issues of good and evil and how human beings succeed or fail to meet the challenge such issues pose. The Holocaust, the tragic series of events which ruptured modern western morality, will be examined from a variety of perspectives (literary, cinematic, philosophical, theological, and political). We shall study the testimony of both its victims and its perpetrators. The special emphasis of the course will be devoted to a consideration of the intellectual and moral factors which motivated resistance or excused indifference. This consideration will be performed

by a cooperative investigation into the ethical life-histories of representative individuals from this period. What part of themselves did they think of as primarily concerned with moral conduct? What form of obligation did they think of as specifically ethical? To what training did they commit themselves in order to develop as ethical beings? Why did they desire to be moral or why did they find it untroubling to be immoral? We shall conclude the course with an interpretation of the Holocaust for contemporary morality and of its theological significance for Christians and Jews.

Requirements: The major requirement of the course will be one's work on the analysis of the ethical formation and viewpoint of a selected figure who will serve as a paradigm of a specific group (German or Jew, Nazi or resister, intellectual or laborer, morally outraged or indifferent, etc.). Projects will be determined at the beginning of the semester and the materials for the investigations identified (court cases, memoirs, interviews, etc).

Reading: Arendt, Hannah, *The Origins of Totalitarianism*; Davidowicz, Lucy, *The War Against the Jews, 1933-1945, A Holocaust Reader*; Lanzmann, C., *Shoah: An Oral History of the Holocaust*; Mayer, M., *They Thought They Were Free*; selected articles, interviews and court cases.

PL 470 01 Philosophy of World Religions

Peter Kreeft

T TH 1 30*

Level -1

Satisfies Cultural Diversity Core Requirement

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

Requirements: 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 - 1

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 Herodotus 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 518 01 Modern Philosophy of Imagination

Richard Kearney

MWF 2

Level - 3

Readings in the philosophy of imagination from antiquity to modernity. Starting with the pre-modern theories of imagination (Biblical and Greek), the course will trace two rival theories of imagining—mimetic and productive—to the modern theories of Kant and Sartre. The course will conclude with a) a critical interrogation of several post-modern accounts of the image (Derrida, Barthes, Lacan, Foucault and Baudrillard) and b) an argument for the ethical and political powers of narrative imagination.

Reading and requirements will be announced in class.

PL 541 01 Health Science: East/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 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 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

Reading: 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 576 01 Two Existentialisms

Peter Kreeft

T TH 3*

Level--3

No philosophers more directly address the problems ordinary people think to be the most important than the existentialists. And, no two existentialists form a more perfect and total contrast than Marcel and Sartre: theist vs. atheist, humanist vs. nihilist, personalist vs. rationalist, mystic vs. reductionist. We will enter into each of these opposite worldviews by careful, thoughtful Socratic reading of a few key texts. The quantity of reading is fairly small; the quality and depth and detail is demanding. This will be a small class; come prepared to participate actively.

Reading: Gabriel Marcel, The Philosophy of Existentialism; Kenneth Gallagher, The Philosophy of Gabriel Marcel; John-Paul Sartre, Existentialism and Human Emotions, "No Exit," and a few articles

PL 593 01 Philosophy of Science

Ronald Anderson, S.J.

T 4 30-7

Level --3

The intent of this course is to provide an introduction to the main themes and issues of 20th century philosophy of science as well as to the current issues within the discipline. Philosophy of science flourished during last century, largely as a result of the remarkable discoveries in the natural sciences and resulted in a transformation of the traditional

studies within philosophy of the nature of physical reality. Following the development of the discipline last century the components of science such as nature of observation, induction, theory formation and falsification that dominated 20th century philosophy of science will be considered first. This will be followed by tracing the transformation of the discipline in the 1960's, by the increased attention to the history of science. The work of Kuhn dominated this transformation, one which unraveled the earlier epistemologically driven philosophy of science.

Since then other voices have considerably enriched the study of science such as the increased attention to the sociology

of scientific knowledge and studies that have explored the role played by culture, power, and institutional contexts in the formation and construction of scientific knowledge. Of particular significance has been the focus on the material aspects of science such as experimentation and the role of scientific texts

in the practice of science. These studies together the role history of science has played in the discipline will figure prominently in the course as well as the more systematic issue as to how science is remarkably successful in providing us with knowledge of the structure of the world.

Requirements: A series of short informal 1-2 page reflection papers due each week; a mid term exercise consisting of a review of articles from journals devoted to science and religion topics; a final written assignment consisting of three short essays.

Reading: Understanding Philosophy of Science, James Ladyman (Routledge 2002); Social Constructivism and the Philosophy of Science, André Kukla, (Routledge, 2000) and a Course Reader

Further details at: <http://www2.bc.edu/~anderso/courses/ps.html>

PL 604 01 Social Construction

Jorge Garcia

T TH 3*

Level--3

This course explores recent claims that important categories of social life — notably including race, ethnicity, and ‘gender’ — are not grounded in nature, but are inventions of human societies. We treat the content of such claims, reasons adduced for them, and some of their implications for individual attitudes and social policies.

Requirements: 1 in-class oral presentation and 2 take-home examinations.

Reading: writings of Linda Martin Alcoff, Kwame Anthony Appiah, Ian Hacking, Sally Haslanger, and John Searle are among those to be treated.

PL 650 01 Philosophy of Being II

Oliva Blanchette

MW 3*

Level --3

A continuation of Philosophy of Being I with an exploration into finite being, the communication of being in the universe, and into the question of a totally transcendent universal cause of being understood as God and Creator.

Requirements: Regular participation in lecture/discussion sessions, 2or 3 reflective papers, term paper based on individualized reading, final oral examination

Reading: lecture notes, individualized reading list for each student

PL 709 01 Aristotle On Science and the Sciences

William Wians

Th 4:30-6:15

Level - Graduate

Scholars increasingly appreciate the profound connections between Aristotle's philosophical positions in works such as the Ethics, De Anima, and Metaphysics and his theory of scientific knowledge, its conditions and methods. Knowledge may be logical, ethical, or physical; it may be practical, productive, or theoretical; it may be mathematical, physical, or theological; and while some things are more knowable to us, others are more knowable in themselves. Whether in psychology, metaphysics, ethics, or natural science, Aristotle's epistemological and methodological commitments determine his starting points, shape the exposition, and decisively influence the outcome of his investigations.

Requirement: The course will be devoted to a careful study of Aristotle's theory of scientific knowledge (episteme), both as it is explicitly formulated and as it appears in practice in the treatises. Seminar members will engage in a close reading of the Posterior Analytics, along with portions of other Aristotelian works including Topics I and VIII, Parts of Animals I, Nicomachean Ethics VI, and Metaphysics IV, and sample the extensive secondary literature on the subject. Course grades will be determined by seminar participation and one research paper written during the semester.

PL 720 01 Platonic Theories of Knowledge

Gary Gurtler, S.J.

W 3-4 30

Level --Graduate

The purpose of this course will be twofold: to explore Platonic considerations of perception and memory in the Theaetetus and dialectic in the Sophist; to investigate what Plotinus does with this Platonic inheritance in his major study of the soul and its way of knowing. Both philosophers show the intersection of perception and intellectual knowledge in a way that is essential for understanding the Platonic project as a whole and especially the possibilities and limits of human knowledge.

During the course of the semester we will try to determine the various ways Plato and Plotinus elude facile classification as philosophers and yet maintain a rather consistent notion of the nature and content of philosophy. Plato uses irony that is at once literary and pedagogical as well as psychological and ontological, whereas Plotinus develops in a more systematic way the necessary structures for the analogy of being.

Requirements :class summaries, term paper, midterm and final exams.

Reading :Seth Benardete, The Being of the Beautiful, University of Chicago press, 1984. ISBN 0-226-67032-5; Plotinus, Ennead IV, Loeb Classical Library (Harvard University Press, 1984). ISBN 0-674-99490-6.

PL 729 01 Philosophy of Otherness

Richard Kearney

W 6 15-8

Level --Graduate

This course will explore certain limit-experiences of philosophy at the limit. Concentrating on theories of narrative from Aristotle to Ricoeur, it will proceed to analyze a number of figures of 'sublime excess' which have captured and obsessed our contemporary social imaginary. Foremost amongst such figures studied will be 'strangers,' 'divinities' and 'monsters' - and combinations of all three. 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 will include a series of optional 'video conferences' with a number of international universities (Paris VII, University College Dublin, Louvain, etc.)

Readings and bibliography to be announced and distributed in class.

PL 760 01 St. Thomas Aquinas

Eileen Sweeney

T 3-5

Level -- Graduate

This course will cover major themes in Aquinas's thought, metaphysics, philosophical anthropology and ethics, with special attention to the form and authoritative sources with which these topics are considered. We will mainly be concerned with reading the Summa Theologiae but will compare its form with that in the disputed questions, commentaries and treatises. We will take up the following topics: existences and metaphysics of God, theological language, creation, divine power, providence, free will, reason, virtues and vices, and natural law. We will examine Aquinas' use of Aristotle and Neo-platonism, as well as the role of scripture in his arguments.

Requirements: Six reflection papers (4/5 pages each) and one final term paper (20-25).

Reading: Thomas Aquinas, Summa Theologiae (selections from parts I, I-II, and II-II); Disputed Questions (selections from questions on truth, power and evil); De Ente et Essentia; Summa contra Gentiles (selections)

PL 761 01 Hegel/Phenomenology/Spirit

Oliva Blanchette

M 6 30-8 15

Level -- Graduate

This is a textual analysis, with special attention to method, structure, and the social dimensions of spirit.

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

PL 901 01 Husserl's Later Works

Richard Cobb-Stevens

Th 4 30 - 6 15

Level - Graduate

This course will consider Husserl's discussion in his later works of the following questions left unresolved in modern philosophy: 1) Can we solve the paradox of subjectivity? 2) Is classical rationality still valid in a postmodern era? 3) What is the genealogy of scientific models? We will address these questions by a close reading of passages from the works listed below.

Requirements: 1) participation in seminar discussions; 2) research paper

Reading:Husserl, *The Crisis of European Sciences and Transcendental Philosophy*, trans. David Carr (Northwestern Univ. Press, 1970 ISBN 081010458X); *Cartesian Meditations*, trans. Dorion Cairns (Kluwer Academic Publishers, 1977 ISBN 902470068X); *Formal and Transcendental Logic*, trans. Dorion Cairns (selections).

PL 990 01 Teaching Seminar

Richard Cobb-Stevens

F 4 30-6

Level --Graduate

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