

Philosophy Department Electives Spring 2005

[Full course descriptions, with readings and requirements below]

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*ALTID	4722	3	U	UN16001: CHALLENGE OF JUSTICE	W 3-5 30	RURAK
PL16002	2025	3	1	CHALLENGE OF JUSTICE	M 10-12	MULLANE
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*ALTID	5525	3	U	TH16002: CHALLENGE OF JUSTICE	M 10-12	MULLANE
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PL26403	6195	3	1	LOGIC	M W F 2	HUTCHINS
PL26801	0902	3	1	HIST AND DEVEL OF RACISM	T 3-5 30	SELDON
*ALTID	1694	3	U	BK26801: HIST AND DEVEL OF RACISM	T 3-5 30	SELDON
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PL33901	0911	3	1	HEIDEGGER PROJECT II	T TH 1 30*	OWENS
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PL45301	2535	3	1	GANDHI,SATYAGRAHA&SOCIETY	T TH 9*	THAKER
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PL47701	2747	3	1	THE BODILY&THE CARNAL	T TH 10 30*	BERNAUER
PL50201	3523	3	3	AMERICAN PRAGMATISM	T TH 10 30*	WELLS
PL50601	7332	3	3	UTILITARIANISM	M W 4 30*	J. GARCIA
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PL70101	2176	3	G	CRITICAL THEORY	TH 4 30-6 15	RASMUSSEN
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PL70501	6246	3	G	PASSIONS IN CARTESIAN PHILOS	W 4 30-6:30	SOLERE
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PL 160 01

Challenge of Justice

James Rurak

W 3-5:30

Level 1 – Undergraduate Elective

This course introduces the student to the principal understandings of justice that have developed in the Western philosophical and theological traditions. Care is taken to relate the theories to concrete, practical and political problems, and to develop good reasons for choosing one way of justice rather than another. The relationship of justice to the complementary notion of peace will also be examined. Special attention is paid to the contribution of Catholic theology in the contemporary public conversation about justice and peace. Select problems may include human rights, hunger and poverty, and ecological justice.

PL 160 02

Challenge of Justice

Matthew Mullane M 10-12

Level 1 – Undergraduate Elective

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PL/BK 185 01

Locating Black Philosophy: What's Race Got to Do With It?

Devonya Havis **W 4-6 p.m.**

Level 1 – Undergraduate Elective

This course will examine the question of *Blackness* from the perspective of Black Philosophy. In so doing, we will develop a working definition of *Race*, Black Philosophy, and identity as we explore how theory attempts to account for the African diasporic experience in the *New World*. Toward this end, we will investigate Black Philosophy's foundational theories as a framework for understanding the questions and assertions that have become central to an *Africana* world-view.

Race, as a central foundation for Black Philosophy, will be one of the recurring, thematic questions in this course. As writer Jean Genet comments, "What is a Black? First of all what's its color?"

Course Texts:

course packet with selections from the following sources and others listed in the Bibliography:

African American Philosophy, ed. Lott

African-American Perspectives and Philosophical Traditions, ed. John P. Pittman

Race Critical Theories, ed. Essed and Golberg

Philosophical Forum 1977-78

Sister Outsider

Course Requirements and Expectations:

1. Weekly written reflections on the assigned reading
2. Active participation in discussions
3. Three essay-style papers over the course of the semester (One of the three papers will constitute the final exam).

PL 216 01

Boston: An Urban Analysis

David Manzo **TH 3-5:30**

Level 1 – Undergraduate Elective

"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 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 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 and City: Response

Kathleen Hirsch W 3-5

Level 1 – Undergraduate Elective

Prerequisite: Philosophy Core Fulfilled

This PULSE elective, which requires a PULSE placement, will explore the ways in which "witness" in the form of written works shapes our understanding of the urban landscape, and represents a "call" of service in its own right. Through essays, documentary non-fiction, poems, and oral histories about city life, and the regular reading of *The Boston Globe* and *The New Yorker*, we will examine the variety of genres available to us as advocates of social justice. In class discussion, journal keeping and other writings, students will develop elements of their personal philosophy of "witness" and have the chance to experiment with writing as one possible mode of expressing an ethics of the responsible Self.

PL 264 01

Logic

John O'Connor

MWF 11

Level 1 – Undergraduate Elective

The purpose of this course is to give students an introduction to modern logic. We will be concerned with learning and using important concepts and techniques that are employed to distinguish good reasoning from bad reasoning. Particular topics covered include the distinction between deductive and inductive arguments, validity, soundness, strength, cogency, translation from ordinary language into propositional and predicate logic, truth tables, and natural deduction.

Requirements: Three exams and occasional quizzes.

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

PL 264 02 & 03

Logic

Debby Hutchins

Section 2 MWF 1

Section 3 MWF 2

Level 1 – Undergraduate Elective

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

Horace Seldon T 3-5:30

Level 1 – Undergraduate Elective

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 275 01

Philosophy in Literature

Peter Kreeft T TH 1:30*

Level 1 – Undergraduate Elective

An exploration of such philosophical themes as death, God, happiness, fate, freedom, suffering, morality, identity, community, and the future of Western civilization in 12 short but stunning works by Tolstoi, Huxley, Chesterton, Sartre, Hesse, C.S. Lewis, Walker Percy, and Walter M. Miller, Jr.

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Reading: G.K. Chesterton, *The Man Who Was Thursday* and *Orthodoxy*;
Aldous Huxley, *Brave New World* and *Brave New World Revisited*; Jean-Paul Sartre, “No Exit” and *Existentialism and Human Emotions*; Leo Tolstoi, *Confession* and *The Death of Ivan Ilyich*; C.S. Lewis, *Till We Have Faces* and *Surprised by Joy*;
Hermann Hesse, *Siddhartha*; Walker Percy, *Lost in the Cosmos*

PL 292 01

Philosophy of Community II

**Joseph Flanagan, S.J.
David McMenamin**

T 4:30-6:15

Level 1 – Undergraduate Elective

Prerequisite: Limited to members of 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; Michael Kammen, *Spheres of Liberty*; Richard Lewis, *American Adam*; Jane Jacobs, *The Economy of Cities and Dark Age Ahead*; The Gospel according to John

PL 335 01

Platonic Dialogues

Gerard O'Brien, S.J. MWF 1

Level 1 – Undergraduate Elective

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

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

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

PL 339 01

Heidegger Project II

Thomas Owens T TH 1:30*

Level 1 – Undergraduate Elective

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 **MWF 1**

Level 1 – Undergraduate Elective

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

Requirements: one in-class midterm examination and essays comprising about twelve pages in answer to a take-home final examination

Reading: will be drawn from works by W. E. B. DuBois, Henry Louis Gates Jr. and Cornel West, Naomi Zack, Paul Taylor, and Lawrence Blum

PL 407 01

Medieval Philosophy

Jean-Luc Solere **T TH 3***

Level 1 – Undergraduate Elective

Far from being monolithic and repetitive, the Middle Ages were intellectually an experimental period during which multiple solutions were tried to give sense of the world, combining philosophic and 'scientific' knowledge with religious views. The aim of the course is to provide a precise image of this diversity of thoughts, through a study of their fundamental orientations and choices, the main problems they faced and the issues at stake.

This will be the opportunity to study a wide range of Christian authors, from S. Augustine and Boethius to Ockham and Nicholas of Cusa, as well as to take into account Byzantine, Islamic and Jewish thoughts. The course will also highlight the essential concepts that were formed in the Middle Ages and that have been transmitted to modern philosophy, in metaphysics and ontology, theory of knowledge and consciousness, ethics, etc.

Requirements: term paper, midterm and final exams

Reading: Readings and bibliography to be announced in class

PL 408 01

19th and 20th Century Philosophy: Nihilism and Logic

Richard Cobb-Stevens

TTh 1 30*

Level 1 – Undergraduate/Graduate Elective

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: Ryle, Kojève, Husserl, Sartre, Camus, Foucault, Quine, and Nagel.

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 and Ronald Speirs (Cambridge Univ. Press)

Edmund Husserl, *The Crisis of European Sciences and Transcendental Phenomenology*, trans. David Carr (Northwestern Univ. Press)

Michel Foucault, *Discipline and Punish: the Birth of the Prison* (VintageBooks)

Albert Camus, *The Myth of Sisyphus and Other Writings* (Vintage Books)

Gilbert Ryle, *The Concept of Mind* (short selections); Jean-Paul Sartre, *Being and Nothingness* (short selections); Thomas Nagel, *The Last Word* (short selections)

PL 453 01

Gandhi: Satyagraha & Society

Pramod Thaker T TH 9*

Level 1 – Undergraduate Elective

Satisfies Cultural Diversity Core Requirement

Gandhi is well known as a freedom fighter for India's independence. But his deep concern regarding the impact of 'modern civilization' on the social fabric and fundamental philosophical reasons underlying his use of nonviolent methods are perhaps not as well known. Moreover, his analysis of importance of social justice was not provincial—limited to what is sometimes called "the third world"—but was universal. In this course, we will examine Gandhian thought through his own writings, and explicate their relevance to the contemporary society. We will examine certain selections from the classical as well as contemporary philosophical literature. 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.

Requirements: Two papers, and a final written examination.

Reading: *An Autobiography: My Experiments with Truth*
Gandhi Mohandas K. [With a Forward by Sissela Bok]
Boston: Beacon Press, 1993

Mahatma Gandhi: Selected Political Writings

Edited by Dennis Dalton
Hackett Publishing Company, Inc.
Indianapolis, Indiana, 1996

Satyagraha in South Africa

Gandhi, Mohandas K
Navajivan Publishers, Ahmedabad, India

PL 456 01

The Holocaust: A Moral History

James Bernauer, S.J. T TH 3*

Level – Undergraduate Elective

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.) In addition, the student will have a choice between keeping a course journal (reflecting on readings and class discussion) or taking mid-term and final exams.

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 475 01

Philosophy of Language

Eileen Sweeney T TH 12*

Level 1 – Undergraduate Elective

This course will consider major texts and movements in 20th century philosophy of language in both the analytic and continental traditions. We will also consider major trends (and rifts) in the interpretative schools that have formed around the work of these thinkers. Our goal will be to bring together these very different approaches to what has been a central concern of philosophy in the 20th century.

Requirements: two exams, take home final and 7-8 page essay

Reading: Russell, *The Philosophy of Logical Atomism*; Wittgenstein, *Philosophical Investigations*; J. L. Austin, *How To Do Things With Words*; and essays by Donald Davidson, W.V.O. Quine, Richard Rorty, and Jacques Derrida

PL 477 01

The Bodily and the Carnal

James Bernauer, S.J. T TH 10:30*

Level – Undergraduate Elective

As the 2004 presidential election showed, American are sharply divided on their understandings of “moral values.” This course will investigate an important area of those values, namely, the sexual and how that domain (and the choices involved with it) came to be fabricated for us in the course of history. Key to that fabrication is the relationship between understandings of the body and fears of the carnal (flesh versus spirit). Is the erotic an enemy of spirit or its ally? We will try to deal with this question through the common text books, assorted films, and various articles. Students will be encouraged to investigate a particular topic that will be identified at the beginning of the course.

Requirements: The major requirement will be the investigation (individual or with others) of a particular topic that is important for

grasping the relationships between the bodily and the carnal. These will be identified at the beginning of the course. In addition, the student will have the choice of keeping a course journal (reflecting on the readings and classroom discussion) or taking a mid-term and final exam.

Reading: Donn Welton (ed) *Body and Flesh*; M. Foucault, *History of Sexuality 1:An Introduction; 2:The Use of Pleasure*; M. Jordan, *The Ethics of Sex*. In addition there will be a selection of essays.

PL 502 01

American Pragmatism

Catharine Wells T TH 10:30*

Level 3 – Undergraduate/Graduate Elective

Pragmatism is the most distinctive philosophical movement to arise on American soil. Its origins can be traced to a post Civil War discussion group called the Metaphysical Club whose members included Charles Peirce, William James, Oliver Wendell Holmes, Jr., and a number of other distinguished thinkers. Their influence extended to many fields well into the twentieth century. In this class, we will consider pragmatism as a theory of meaning, a philosophy of science, and a political theory that places an on-going human community at the center of the quest for knowledge. Readings will include excerpts from the work of Emerson, Bowen, Peirce, James, Holmes, Royce, and Dewey,

Requirements: A short (approximately two pages) reflection paper each week, a class presentation, and a final exam.

PL 901 01

Husserl's Later Works

Richard Cobb-Stevens T 4:30-6:15

Level – Graduate

This course is designed as a continuation of the fall semester course in Husserl's Logical Investigations. It will focus on the principal themes of the following works of the later Husserl: *Cartesian Meditations*, *The Crisis of European Sciences and Transcendental Phenomenology*, and *Formal and Transcendental Logic*.

Requirements: a research paper

Reading:

Edmund Husserl, *Cartesian Meditations* (Kluwer Academic Publishers)

Edmund Husserl, *The Crisis of European Sciences and Transcendental Phenomenology*, trans. David Carr (Northwestern Univ. Press)

Edmund Husserl, *Formal and Transcendental Logic* (Kluwer Academic Publishers)

PL 506 01

Utilitarianism: Its Critics & Alternatives

Jorge Garcia MW 4:30*

Level 3 – Undergraduate/Graduate Elective

This course examines utilitarianism as a theory of normative ethics, inquiring into its Christian roots, classical Enlightenment formulations, and its sophisticated accounts of what is good, what is better, and what is right. We will treat problems and criticisms of

utilitarian theory and the strategies and resources to which its defenders have recourse. We will seek to identify such valuable elements as exist within utilitarianism and see how they might be retained within more plausible accounts of moral life.

Requirements: (a) one midterm take-home (or in-class) examination, (b) one in-class oral presentation and (c) a term paper

Reading: G. Scarre, *Utilitarianism*; S. Scheffler, *Consequentialism and Its Critics*; works by or on Bentham, Mill, Godwin, Moore, and others.

PL 518 01

Philosophy of Imagination

Richard Kearney T TH 3*

Level 3 – Undergraduate/Graduate Elective

Beginning with Biblical and Greek accounts of images and image-making, this course will explore three main paradigm shifts in the western history of imagination: (1) the ancient paradigm of the Mirror (Plato to Augustine); (2) the modern paradigm of the Lamp (Kant to Sartre); (3) the postmodern paradigm of the circular Looking Glass (Lacan to Derrida). The course will conclude with a critical evaluation of the political and ethical functions of imagination in our contemporary civilization of cyber fantasy, simulation and spectacle.

Requirements & Readings: to be explained in class.

PL 521 01

Eros and Civilization: Psychoanalytical & Social Criticism

David Rasmussen T TH 1:30*

Level 3 – Undergraduate/Graduate Elective

What is the relationship between psychoanalysis and society? In other words, what is the relationship between eros and civilization? Freud attempted to apply his insights to that question in late works which we will consider, *Moses and Monotheism and The Future of an Illusion*. The distinguished French philosopher, Paul Ricoeur has provided one of the most interesting hermeneutic interpretations of Freud's work in his, *Freud and Philosophy*. Joel Whitebook provides a unique psychoanalytic perspective on Freud's contribution to our understanding of society in his *Perversion and Utopia*. Alel Honneth provides a similar analysis but from a philosophical perspective in his *Struggle for Recognition*. Finally, Herbert Marcuse's *Eros and Civilization* brings us full circle, back to Freud's preoccupation with society illustrated in his (Freud's) early work.

Requirements: Vigorous class participation and a oral mid-term and a take-home final.

Reading: The texts listed above: *Moses and Monotheism, The Future of an Illusion, Freud and Philosophy, Perversion and Utopia, The Struggle for Recognition and Eros and Civilization*

PL 531 01

Philosophy of the Mind

Laura Garcia T TH 12*

Level 3 – Undergraduate/Graduate Elective

Recent Philosophical discussions on the distinctiveness of the human person focus on the case for or against an immaterial aspect of humans (a non-physical mind or soul). The course will examine arguments on both sides of this question by contemporary philosophers. The course includes discussions of consciousness, agency, language, and abstract concepts.

PL 541 01

Health Science: East and West

Pramod Thaker T TH 12*

Level 3 – Undergraduate/Graduate Elective

Satisfies University 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 the reserve list in the library

PL 545 01

**Philosophy of Physics:
An Introduction to its Themes**

Ronald Anderson, S.J. T 4:30-7

Level 3 – Undergraduate/Graduate Elective

The manner in which physics explores the fundamental nature of physical reality has deep and remarkable philosophical implications for the ways we conceptualize and come to know the world, i.e., for the projects traditionally known as metaphysics and epistemology. This course will provide an introductory exploration of the themes of contemporary philosophy of physics, and the traditions that have formed these themes.

The areas considered will include the nature of space, time and spacetime as revealed by relativity theories, probability and irreversibility in thermodynamics and statistical physics, and how one is to understand measurement, locality, causality, and objectivity in the light of quantum theory. The new studies of chaos theory and complexity will also be considered. One of the underlying themes of the course will be the manner in which contemporary developments in physical theories have entailed a radical revision of prior ways we understand the world.

Although a prior course in physics and/or mathematics will be helpful it is intended that the course be accessible without extensive technical knowledge of physical theories. The class will be a combination of lecture and seminar style format.

Requirements: a regular series of reflection/comment/summary papers on the course readings; a mid-term project exploring a topic of the course in more depth; a final written assignment consisting of three short essays.

Reading: 1) L. Sklar, *Philosophy of Physics* (Westview Press, Boulder, 1992). A course Reader; 2) Brian Greene, *The Fabric of the Cosmos: Space, Time, and the Texture of Reality*

PL 546 01

Introduction to Lacan

William Richardson, S.J. T TH 12*

Level 3 – Undergraduate/Graduate Elective

Jacques Lacan is known as the French Freud because he was unquestionable the most powerful speculative mind since Freud to rethink what Freud actually discovered in what he called the “unconscious.” Under the aegis of a “return to Freud,” his own standard became “the unconscious is structured like a language.” This course will seek to understand the meaning of that standard by examining Lacan’s early work as it unfolds in significant essays and selections from the first seminars of the 1950’s.

PL 554 01

Philosophy of Poetry and Music

Joseph Flanagan, S.J. MW 4:30*

Level 3 – Undergraduate/Graduate Elective

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*, Gush; *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 4:30*

Level 3 – Undergraduate/Graduate Elective

Prerequisite: Core philosophy fulfilled.

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:

Sartre: *Existentialism and Human Emotions*

“No Exit”

Short excerpts from *Nausea* and *The Words*

Critical essays by C.S. Evans, Paul Johnson, Gabriel Marcel

Marcel: *The Philosophy of Existentialism*

K. Gallagher, *The Philosophy of Gabriel Marcel*

PL 577 01

Symbolic Logic: An Introduction to its Meaning

Methods and

Ronald Anderson, S.J.

T TH 1:30*

Level 3 – Undergraduate/Graduate Elective

An introduction to the powerful ways the logical forms woven into deductive reasoning and language can be analyzed using abstract symbolic structures. The study of these structures is important for understanding the nature of effective reasoning and also for exploring the Anglo-American analytic philosophical tradition and a range of diverse disciplines that include the foundations of mathematics, computer science, and linguistics. The course will explore philosophically interesting properties about logical systems - the project of meta-logic - including the task of proving if a logical system is complete and consistent. A number of foundational topics of 20th century logic will be briefly considered such as set theory, Russell's paradox and the main ideas of Gödel's theorems and the associated philosophical issue of whether the procedures of symbolic logic when computerized can capture the full range of human reasoning. The nature of foundations in human knowing forms one of the contested and exciting topics in contemporary intellectual culture: the implications of logic for exploring this topic will form a background theme to the course. 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.

Reading: Peter Smith, *An Introduction to Formal Logic*,
Cambridge University Press, 2003
(new low price text for the course)

PL 595 01

Kant's Critique

Ronald Tacelli, S.J.

MW 3*

Level 3 – Undergraduate/Graduate Elective

This course is an analysis of the major theme of Kant's philosophy as expressed in his first critique, including a study of its antecedents and consequences in the history of philosophy.

PL 650 01

Philosophy of Being II

Oliva Blanchette **MW 3***

Level 3 – Undergraduate/Graduate Elective

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, 2 or 3 reflective papers, term paper based on individualized reading, final oral examination

Reading: lecture notes, individualized reading list for each student

PL 700 01

Science and Technology Studies

Ronald Anderson, S.J.

TH 4:30-7

Level – Graduate

This course will explore the growing, exciting and at times controversial ways various interdisciplinary resources in recent decades have been brought to bear on understanding the nature of science and technology. Several themes dominate in these studies and will form the background to the course: a close attending to how the social and cultural contexts shape (and are shaped by) science and technology; tracing the history of disciplines and the factors relevant for understanding the dynamic of scientific change; exploring science and technology as practices and cultures using the resources of sociology of knowledge, cultural and literary studies and post-structuralism. A particular project of the course will be to bring the resources of literary theory to bear on issues of meaning and interpretation in texts and expressions of scientific and technological culture. The newness of this project means the course has an experimental nature.

Requirements:

A series of short informal 1-2 page summary/comment papers on the readings due each week; a mid term project consisting of an exploration of one of the course topics; a final written assignment consisting of three short essays on course themes or a single more research nature paper.

Reading:

- 1) Sergio Sismondo, *Introduction to Science and Technology Studies* (Blackwell Publishers; 2003)
 - 2) Julian Wolfreys, *Literary Theories: A Reader and Guide* (New York University Press; 1999)
 - 3) A selection of readings
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PL 701 01

Critical Theory

David Rasmussen **TH 4:30-6:15**

Level – Graduate

This course is offered in anticipation of Axel Honneth's visiting professorship next fall. Although Honneth is a member of the third generation of Critical Theory, his work returns to some of the ideas of the original critical theorists, i.e., Horkheimer, Adorno and others. . We will analyze the normative reconstruction of the Hegelian notion of recognition in Honneth's, *Struggle for Recognition*, (Honneth's fundamental book) and the debate over the philosophy of recognition between Axel Honneth and Nancy Frazer (*Redistribution or Recognition*). We will also consider his *Critique of Power* (on Foucault and Habermas), *The Fragmented World of the Social* and his recent *Morality and Recognition*. If time permits, we will examine the idea of recognition as it relates to public reason through a consideration of recognition (Hegel) and reasonability (Rawls).

Requirements: Seminar participation and a term paper.

Reading: The course will center on *Struggle for Recognition* and *Redistribution and Recognition*. However we will also consider *Critique of Power*, *the Fragmented World of the Social* and *Morality and Recognition*.

PL 704 01

Plato's Republic

Marina McCoy **T 3-5:30**

Level – Graduate

This is a graduate level seminar on Plato's *Republic*. We will do a close and intensive textual reading of the *Republic*, examining issues including Plato's political philosophy, his virtue ethics, and the role of philosophy, poetry, and rhetoric in the dialogue. The class will be conducted seminar-style, with active student participation required.

Requirements: active participation in seminar-style class; one midterm paper; one final paper

Required reading: Plato, *Republic* (Allan Bloom trans.)

Optional texts: Richard Kraut (ed.) *Plato's Republic* (essay collection)
Loeb Greek edition of the *Republic*

All texts will be available in the BC Bookstore.

PL 705 01

Passions, Pleasure and Happiness in Cartesian Philosophy

Jean-Luc Solere W 4:30-6:15

Level – Graduate

Descartes claimed he had put forward a neglected virtue, or rather that he had discovered the common root of all virtues. His ethics are said to have broken away from the Aristotelian conception of wisdom, and to have introduced a revolutionary view. This assertion will be thoroughly assessed, looking both in Descartes' past and in his posterity: the precedents in Medieval thought and the evolution of his new perspective in Post-Cartesian philosophy.

Questions addressed in the class will cover, among others: How can passions be regulated? Which are the causes of happiness? What is the role of pleasure in morality?

Requirements : Seminar participation (possibility of reading reports), 1 short paper on set topic (mid-term), 1 longer research paper (final).

Reading: Descartes : *The Passions of the Soul, Correspondence with princess Elizabeth and queen Christine of Sweden*. Malebranche, *Treatise on Ethics*; Spinoza, *Ethic*; Thomas Aquinas, *Summa Theologiae*

PL 734 01

Philosophy in the Tragic Age of the Greeks

William Wians TH 4:30-6:30

Level - Graduate

But we must not follow those who advise us, being humans, to think of human things, and, being mortal, of mortal things, but must, so far as we can, make ourselves immortal, and strain every nerve to live in accordance with the best thing in us; for even if it be small in bulk, much more does it in power and worth surpass everything.

***Nicomachean Ethics* x 7, 1177b31-1178a2 (trans. Ross)**

What's th' matter, Pearl Baby?

Too much knowledge, Frankie, too much knowledge.

Pearl Bailey and Frank Sinatra, 1954

From the beginnings of their literature, Greek writers showed a steady concern and even preoccupation with what human beings may know and what may lie concealed from our knowing. The concern is readily apparent in the so-called Presocratic philosophers, but it figures prominently in the works of epic and tragic poets and surfaces even in medical and historical writers. The course will be devoted to a careful examination of texts relevant to the Greek problem of human knowledge. Seminar members will concentrate on the pre-Platonic phase of the issue, especially as it appears in Greek tragedy and in the fragments of Xenophanes and Heraclitus. We will then examine more briefly how the problem of human knowledge appears in key Platonic dialogues.

Requirements: In addition to seminar participation and occasional short position papers, students will be required to submit one research paper. They will also be required to take a self-guided tour of Greek art at Boston's Museum of Fine Arts.

PL 783 01

Divine Desire

Richard Kearney W 6:15-8:00

Level – Graduate

This seminar investigates the importance of two formative texts on the relationship between eros and the divine – The Song of Songs and Plato’s Symposium. The seminar follows the long and influential list of philosophical readings of these texts from the Church Fathers (Origin, Gregory of Nyssa, and Maximus the Confessor) and mystics (Bernard of Clairvaux, John of the Cross) down to the contemporary readings of Ricoeur and LaCoque (hermeneutics), Levinas and Derrida (deconstruction) and Kristeva (psychoanalysis).

Requirements & Readings: to be explained in class.

PL 791 01

Aristotle and Plotinus: On the Soul

Gary Gurtler, S.J. T 4:30-6:15

Level - Graduate

The focus of this course is on the theories of sensation and knowledge that can be found in the writings of Aristotle and Plotinus. Understanding Aristotle’s position necessitates some familiarity with the material in the *Parva Naturalia* to supplement the more restricted discussion of the *De Anima*. Plotinus, on the other hand, assumes a Platonic soul, but that being said he imports Aristotle’s analysis, as well as material from the Stoics and others such as Galen, to give for the first time in the Western tradition a full theory of consciousness. Plotinus’ achievement reworks his predecessors in a remarkably fruitful way.

Reading: Aristotle, *On the Soul, Parva Naturalia*, Loeb Classical Library (Harvard University Press, 1986); Plotinus, *Ennead IV*, Loeb Classical Library (Harvard University Press, 1984)

PL 804 01

Phenomenology of Feeling

Patrick Byrne W 4:30-7

Level – Graduate

All philosophers have recognized that feelings of various sorts enter into human thinking and action in complex ways. There is a general and popular impression that feelings are disturbances that conflict with objective knowing and authentic ethical living, and therefore need to be controlled or repressed. However most philosophers have a more complex view of their role, especially regarding the phenomenon of the consciousness of values. This course will focus on the works of phenomenologists who investigated the consciousness of feelings, most notably Max Scheler, Edith Stein, Jean-Paul Sartre, Dietrich von Hildebrand, Bernard Lonergan, and Stephen Strasser.

Requirements: Term Paper and Final Exam

Reading: Scheler, *Formalism in Ethics and Non-Formal Ethics of Values*
Stein, *Selected Writings*
Strasser, *Phenomenology of Feelings*
Lonergan, “The Human Good”

PL 832 01

Philosophy and Theology in Aquinas

Oliva Blanchette M 6:30-8:15

Level – Graduate

A study of how Aquinas comes to understand theology as a scientific discipline that has to use philosophy to make the truth of Revelation manifest. Special attention will be given to methodological discussions at the beginning of the various parts of the *Summa Theologiae* and the *Summa Contra Gentiles* as well as to the order of both theology and philosophy as he understood them. An attempt will be made to show how the commentaries on Aristotle, in which he is most properly himself a philosopher, are an essential part of his being a theologian.

Requirements: term paper, final oral examination

Reading: Aquinas: *Summa Theologiae*; *Summa Contra Gentiles*; *In Boethium De Trinitate*; etc.

PL 856 01

Seminar: Heidegger II

Thomas Owens W 3-4:30

Level – Graduate

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 901 01

Husserl's Later Works

Richard Cobb-Stevens T 4:30-6:15

Level – Graduate

This course is designed as a continuation of the fall semester course in Husserl's Logical Investigations. It will focus on the principal themes of the following works of the later Husserl: *Cartesian Meditations*, *The Crisis of European Sciences and Transcendental Phenomenology*, and *Formal and Transcendental Logic*.

Requirements: a research paper

Reading:

Edmund Husserl, *Cartesian Meditations* (Kluwer Academic Publishers)

Edmund Husserl, *The Crisis of European Sciences and Transcendental Phenomenology*, trans. David Carr (Northwestern Univ. Press)

Edmund Husserl, *Formal and Transcendental Logic* (Kluwer Academic Publishers)