

COURSE #	CR	COURSE TITLE	SCHEDULE	INSTRUCTOR
PL16001	3	CHALLENGE OF JUSTICE	M W 3*	BROTZMAN
PL16002	3	CHALLENGE OF JUSTICE	T TH 9*	MULLANE
PL19301	3	CHINESE CLASSICAL PHILOS	T TH 10 30*	SOO
			CULTURAL DIVERSITY	
PL21001	3	JUSTICE IN ANCIENT GREECE	T TH 12*	GILL
PL21601	3	BOSTON:URBAN ANALYSIS	TH 3-5 20	MANZO
PL26201	3	TELLING TRUTHS II	W 3-4 50	HIRSCH
PL26401	3	LOGIC	M W F 11	MARTIN
PL26402	3	LOGIC	M W F 1	DECHIARA-QUENZER
PL26403	3	LOGIC	M W F 12	PURCELL
PL26801	3	HIST AND DEVEL OF RACISM	T 3-6 30	MARCUS
			CULTURAL DIVERSITY	
PL33501	3	PLATONIC DIALOGUES	M W F 1	O'BRIEN
PL33901	3	HEIDEGGER PROJECT II	T TH 1 30*	OWENS
PL38301	3	PHILOSOPHY OF ART	M W F 12	DESMOND
PL40301	3	DOES GOD EXIST?	M W 3*	TACELLI
PL40701	3	MEDIEVAL PHILOSOPHY	T TH 10 30*	SWEENEY
PL40801	3	19TH&20TH CEN PHILOSOPHY	T TH 1 30*	COBB-STEVENS
PL40901	3	AMERICAN LEGAL THEORY	TH 2-4	WELLS
PL41101	3	HITLER/SEARCH OF HIS EVIL	T TH 3*	BERNAUER
PL43401	3	CAPSTONE:ETHICS/PROFESSNS	T 4 30-6 50	SPINELLO
PL45301	3	GANDHI,SATYAGRAHA&SOCIETY	T TH 9*	THAKER
			CULTURAL DIVERSITY	
PL49701	3	PARMENIDES AND THE BUDDHA	M W F 2	MARTIN
PL49801	3	PHILOSOPHY OF CINEMA	T TH 1 30*	KREEFT
PL50301	3	PHILOSOPHY OF RELIGION	T TH 10 30*	KREEFT
PL52001	3	INTRO TO EXISTENTIALISM	T TH 3*	KEARNEY
PL52201	3	TIME:ONTOLOGY&SUBJECT	M W 3*	SOLERE
PL54101	3	HEALTH SCIENCE:EAST/WEST	T TH 12*	THAKER
			CULTURAL DIVERSITY	
PL55401	3	PHILOS/POETRY/MUSIC/I	M W 4 30*	FLANAGAN
PL57701	3	SYMBOLIC LOGIC	TTH 12*	SMALLIGAN
PL59601	3	FREUD&CRITIQUE OF CULTURE	T TH 1 30*	RASMUSSEN
PL60801	3	DISENCHANT:HEIDEGG/MARCEL	M W F 11	BLOECHL
PL62401	3	RACE,RACISM&RACIAL IDENT	T 4 30-6 15	GARCIA
PL63501	3	PHILO&THEO 19TH&20TH CEN	M 10-11 50	O'MEARA
PL70901	3	ARISTOTLE AND SCIENCE	TH 4 30-6 20	WIANS
PL71401	3	HERMENEUTICS OF THE HEART	T 6 30-8 15	KEARNEY
PL71901	3	AQUINAS ON VIRTUE&LAW	M 6 30-8 15	BLANCHETTE
PL76201	3	SOREN KIERKEGAARD	TH 2-4	RUMBLE
			GABELLI LOUNGE	
PL76401	3	JEAN-PAUL SARTRE	T 4 30-6 15	COBB-STEVENS
PL76701	3	PLATO/RHET/SOPHIST/PHILOS	F 1-3	MC COY
PL76801	3	INSIGHT	TH 4 30-6 50	BYRNE
PL77101	3	KANT'S POLITICAL PHIL	TH 4 30-6 20	RASMUSSEN
PL78001	3	READINGS IN THEORY	T 4 30-6 50	NEWMARK
PL79201	3	HANNAH ARENDT	M 5 30-7 30	BERNAUER
PL81001	3	HEIDEGGER/HOLDERLIN/ISTER	TH 6 30-8 30	RICHARDSON
PL82501	3	PHENOMENOLOGY&AFTERMATH	W 5:30-7:50	SALLIS
PL82701	3	ADVANCED MODERN PHIL	T 4 30-6 15	SOLERE
PL83601	3	GOD AND THE BETWEEN	M W 3-5 20	DESMOND
PL85601	3	SEM:HEIDEGGER II	W 3-4 20	OWENS
PL99001	3	TEACHING SEMINAR	F 4 30-6	COBB-STEVENS

COURSES DESCRIPTIONS

PL 160 01 **Challenge of Justice**
Kelly Brotzman **MW 3**

Level 1 – Undergraduate Elective

Description:

This course will survey some important theories of justice from western philosophy and theology. These theories will be analyzed in relationship to practical issues such as poverty, hunger, etc.

Readings and Requirements: *To be Determined*

PL 160 01 **Challenge of Justice**
Matthew Mullane **T TH 9***

Level 1 – Undergraduate Elective

Description:

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, poverty and development in Third World, environmental and ecological justice, just war and just peace issues.

PL 193 01 **Chinese Classical Philosophy: Confucianism, Taoism, and Buddhism**

Frank Soo **TTh 10:30***

Level 1 – Undergraduate Elective

Satisfies Cultural Diversity Core Requirement

Description:

Starting from the general introduction to Chinese culture & philosophy as a whole, the course will focus on three of the most important Chinese classical philosophies: Confucianism, Taoism, and Buddhism. Emphasizing social harmony and order, Confucianism deals mainly with human relationships and human virtues. Centered on the balance and harmony among Nature, man, and society, Taoism teaches the most natural way to achieve this balance and harmony: Tao. Synthesized as soon as it arrived in China from India, Chinese Buddhism teaches that there is “Buddha-hood” in every one of us, and that the Buddhist Way is to have “infinite compassion” towards others.

Requirements:

- Midterm
- Final
- One paper (and 5-6 small written assignments)
- Participation that includes:

[a] Class attendance (obligatory)

[b] Group discussions

[c] Meditations

[d] Group-Project, etc.

Reading:

[1] Chan W.T, *A Source of Chinese Philosophy*

- [2] Confucius, *The Analects*
- [3] Lao Tzu, *The Tao Te-ching*
- [4] John Koller and Patricia Koller, *Asian Philosophies*
- [5] Carole Cusack, *The Essence of Buddhism*
- [6] Christmas Humphreys, *A Western Approach to Zen*

PL/CL 210 01 Justice in Ancient Greece

David Gill, S.J. TTH 12*

Level 1 – Undergraduate Elective

Description:

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: An Urban Analysis

David Manzo TH 3-5:20

Level 1 – Undergraduate Elective

Description:

“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 262 01 Telling Truths II: Depth Writing as Service

Kathleen Hirsch W 3-4:50

Level 1 – Undergraduate Elective

Description:

This PULSE elective will enable students to produce a portfolio of writings that engage a serious social concern. Class will be run as a writing workshop. Early on in the semester, students will identify an issue they wish to pursue in depth. At the same time, they will select a genre they want to develop and to work in: non-fiction, fiction, journalism or poetry. Class time will be spent sharing students' first-hand experiences in gathering insights into at-risk populations, and discussing how writers focus these issues in published work. We will offer one another feedback on drafts, and will discuss the special ethical, research, and editing challenges such work entails. We will also examine outstanding published models of such work. (*Students may expand on an issue that has affected them personally, or one which they have observed in their service work while at Boston College. Enrollment in Telling Truths I is not required.*)

Requirements: This is a PULSE elective. In addition to class attendance, students will be expected to maintain on-going involvement with a specific social service agency or similar organization, as a "site" from which to gather the materials for their writing. This can be done either through the PULSE office, 4-Boston, or, with teacher approval, by independent arrangement.

Readings: We will read recent work published in The New York Times Magazine, The Atlantic Monthly, The New Yorker, as well as excerpts from several current anthologies of creative non-fiction.

PL 264 02 Logic

Deborah DeChiara-Quenzer MWF 1

Level 1 – Undergraduate Elective

Description:

This is an introductory course designed to treat the principles of formal deductive reasoning through the study of Aristotelian and symbolic logic. One of the purposes of this course is to help the student examine an argument to determine whether the conclusion stated necessarily follows from the premise(s) given – in such a case the argument is said to be valid. Determining whether an argument is valid or not is useful to one's evaluation of philosophical arguments, theological arguments, arguments in other fields of study, and arguments that arise in a person's everyday life.

In regard to Aristotelian logic, students will study the four basic types of categorical propositions, students will study some of the immediate inferences derived from those categorical propositions, and students will learn to determine whether a categorical syllogism is valid or invalid by applying the rules of the syllogism. In regard to symbolic logic, students will study propositional logic. Students will learn to translate propositions and arguments into symbols, to determine the truth value of compound truth functional statements, and will learn the rules of inference and replacement in order to construct formal proofs of validity for arguments. In regard to symbolic logic, students will also be introduced to the basics of predicate logic.

Requirements:

Class attendance, preparedness, participations, as well as quizzes, exams, and a final exam

Readings:

Introduction to Logic (Copi and Cohen)

PL 264 01 Logic
Stuart Martin MWF 11

Level 1 – Undergraduate Elective

Description:

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 03 Logic

Lynn Purcell MWF 12

Level 1 – Undergraduate Elective

Description:

This course is designed to introduce students with no previous knowledge of logic to the terms, forms, symbols, and methods of logical reasoning. The course will have four parts, each of which is designed to emphasize a different point in the history of philosophy. The first will introduce students to the forms of rigorous argumentative analysis, which are most widely used in philosophy, and which have relevance for standardized tests such as the LSAT and GMAT. The second portion will consider formal logic, as developed principally by Aristotle and used later by Kant. The third portion will examine the development of symbolic logic, which has been the mainstay of contemporary Analytic philosophy. Finally, we will turn to a consideration of the development of axiomatic set theory and Gödel's incompleteness theorems, which have recently found much use in contemporary Continental philosophy.

Readings:

Hurley, Patrick . *A Concise Introduction to Logic*. United States of America: Thompson Learning Inc., 2006.

Nagel and Newman. *Gödel's Proof*. New York and London: New York University, 2001.

PL 268 01 History and Development of Racism

Paul Marcus T 3-6:30

Level 1 – Undergraduate Elective

Satisfies Cultural Diversity Core Requirement

Description:

This course includes a discussion of major forces that have contributed to the development of racism in the United States, including Exploration & Evangelization, Anglo Attitudes, Colonial Laws, views of the Founding Fathers, the US Constitution, and African Enslavement. Periods of history which are explored will include the Abolition Movement and more modern movements of the twentieth century.

Requirements:

Five personal journals; two "directed" journals, one Book Reflection, a paper which can be written either individual or in a group, a final exam

Reading:

Autobiography of Malcolm X, Haley; *Lies My Teacher Taught Me*, Loewen; *Hard Road to Freedom*, Horton; *The Debt*, Robinson; Selected articles

PL 335 01 Platonic Dialogues

Level 1 – Undergraduate Elective

Description:

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. Cairns. 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

Description:

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 383 01 Philosophy and Art: Imitation and Creativity

William Desmond MWF 12

Level 1 - Undergraduate Elective

Description:

In modern understandings of art the stress is primarily on originality and creativity, whereas in pre-modern thought the stress is primarily on imitation and representation. We will look at the philosophical significance of this contrast, and the shift to creativity, in light of the metaphysical status accorded to art in the wake of Kant's transcendental philosophy. We will examine Kant's notion of (transcendental) originality in relation to art, contrasting it with the Platonic notion of (transcendent) originals. We will examine the legacy of transcendental originality in selected texts of Hegel, Schelling, Schopenhauer, Nietzsche, and Heidegger. What is the significance of the darker sense of origin that comes to emerge? What of the ambiguous status of otherness in light of post-Kantian emphasis on self-activity. How do we view creativity? Does something like Platonic eros come back to haunt us? What do we make of notions like inspiration and divine madness? Has too much been expected of art? Is art able to bear the metaphysical burden placed on it? Is there something equivocal about granting art such a status? Does art also challenge philosophy to reformulate its own practice of thought? Has art become a substitute for a sense of transcendence that previously was expressed in religious terms?

Required Readings:

A. Hofstadter and R. Kuhns (editors), *Philosophies of Art and Beauty: Selected Readings in Aesthetics from Plato to Heidegger*, Chicago: University of Chicago Press, latest edition

W. Desmond, *Art, Origins, Otherness: Between Art and Philosophy*, Albany: SUNY Press, 2003.

Recommended Readings:

Jean-Marie Schaeffer, *Art of the Modern Age: Philosophy of Art from Kant to Heidegger*, trans. S. Rendall, [Series: New French Thought] (Princeton University Press, 2000).

PL 403 01 **Does God Exist?**
Ronald Tacelli, S.J. **MW 3***

Level 1 – Undergraduate Elective

Description:

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

Requirements: Short Papers
 Oral Exams on papers

Readings: Various

PL 407 01 **Medieval Philosophy**

Eileen C. Sweeney T TH 10:30*

Level 1 – Undergraduate Elective

Description:

This course will explore some of the major thinkers and themes in philosophy from the Middle Ages. We will read works from the Christian, Jewish and Muslim philosophical traditions. Our themes will be the nature of philosophical inquiry, God, and the good life, as well as the relationship of faith and reason, and between theology, philosophy, science, and poetry.

Requirements:

Mid-term
Short essay (6-8 pages)
Final exam

Readings:

Augustine, *On the Free Choice of the Will, Soliloquies*
Boethius, *On the Consolation of Philosophy*
Anselm, *Proslogion*
Ibn Tufayl (and selections from other Muslim philosophers)
Maimonides, *Guide for the Perplexed* (selections)
Thomas Aquinas, *Summa theologiae* (selections)
Bonaventure, *The Journey of the Mind to God*
Scotus, selections

PL 408 01 **19th and 20th Century Philosophy: Nihilism and Logic**

Level 1 – Undergraduate Elective

Description:

This course will begin with an examination of two revolutionary themes from nineteenth century philosophy: Nietzsche's critique of modernity as nihilism and Hegel's master/slave dialectic. A study of key texts by these thinkers will set the stage for an understanding of major movements in twentieth century philosophy: phenomenology, existentialism, pragmatism, and analytic philosophy. Readings will be selected from such authors as: Wittgenstein, Kojève, Husserl, Sartre, Foucault, Ricoeur, 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)

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

Gabriel Marcel, *The Philosophy of Existentialism*, (Citadel Press)

Jean-Paul Sartre, *Being and Nothingness* (Washington Square Press)

Thomas Nagel, *The Last Word* (Oxford)

Edmund Husserl, *The Crisis of European Sciences and Transcendental Phenomenology* (short selections)

Alexandre Kojève, "Hegel's Master-Slave Dialectic" (short selections)

Gottlob Frege, "Conceptual Notation," "Function and Object" and "On Sense and Reference" (short selections)

Ludwig Wittgenstein, *Philosophical Investigations* (Prentice Hall)

Willard Quine, *From a Logical Point of View* (short selections)

PL 409 01 American Legal Theory

Catharine Wells TH 2-4

Level 1 – Undergraduate Elective

Description:

This course will survey the important developments in American legal theory from 1880 to the present time. Coverage will include Legal Formalism, Legal Realism, Sociological Jurisprudence, Legal Process Theory, Theories of Natural Law, Critical Legal Studies, Feminist Legal Theory, and Critical Race Theory. The course does not require previous familiarity with jurisprudence or philosophy of law. Enrollment is limited to 25.

PL 411 01 HITLER: In Search of His Evil

James Bernauer, S.J. TTH 3*

Level 1 – Undergraduate Elective

Description:

This course will investigate Adolf Hitler whose personal will subverted western culture’s inherited moral order and destroyed tens of millions of human lives. We will study his words and deeds and, most importantly, the appeal he exercised for people who, in turn, empowered him and bear responsibility for the evil he did. The purpose of the course is to confront the emergence of evil and to understand better why elites as well as average people may find it seductive.

Requirements:

I)In addition to the texts that we will read in common, student will work individually or in a small group on either 1) Hitler’s speeches & other writings; or 2) studies of individuals or groups who found Hitler appealing. Public reports on these by student or panel will be made in the second half of the course. Texts for these projects will be identified at the beginning of the semester.

II)Each student will keep a course journal in which he/she will deal with the readings, presentations and class discussion. This will form the student’s own interpretation of Hitler’s evil.

Readings:

Adolf Hitler, Mein Kampf
P. Romaine (ed), The Essential Hitler: Speeches and Commentary
Ian Kershaw, Hitler (2 volumes)
Ron Rosenbaum, Explaining Hitler
In addition there will be assorted essays on evil and a variety of videos.

PL 434 01 Ethics in the Professions
(A Capstone Course)

Richard A. Spinello T 4:30-6:50

Level 1 – Undergraduate Elective

Description:

This course deals with two distinct but complementary approaches to ethics. Its chief concern is how to analyze various moral dilemmas that arise in professions such as law, medicine, and business. Before considering a number of cases highlighting such dilemmas, we will lay the foundation by reviewing some general ethical frameworks along with common themes in moral philosophy such as the relationship between ethics and anthropology. Generic ethical issues to be discussed will include confidentiality, deception and lying, fundamental human rights, and autonomy.

In addition to this sort of analysis, the course also focuses on the most fundamental ethical issue of all: how does the human person flourish and live a worthwhile life? This dimension of the course encourages serious self-scrutiny as it addresses larger moral questions such as the following. Is moral authenticity possible? What is the connection between truth and freedom? Is God necessary to achieve ultimate happiness? Is virtue *really* its own reward? How do we manage the relationship between our professional and personal lives? We will rely on two short philosophical treatises, a movie, and several essays to help us reflect on these questions.

Requirements:

The factors to be taken into account in determining the student's final grade are the following:

<u>Factor</u>	<u>Approximate Weight</u>
Class Participation/Attendance	20%
Intellectual/Moral Develop. Biography	20%
Written Assignments	40%
Take Home Final Exam	20%

Readings: *The Consolation of Philosophy*, Boethius, trans. R. Green
The Ethics of Authenticity, Charles Taylor
Evangelium Vitae, Pope John Paul II
HBS Case Studies (Package available at B.C. Bookstore)

PL 453 01 **Gandhi: Satyagraha & Society**
Pramod Thaker **T TH 9***

Level 1 – Undergraduate Elective

Satisfies Cultural Diversity Core Requirement

Description:

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.

Readings:

- *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 497 01 **Parmenides and the Buddha**
Stuart B. Martin **MWF 2**

Level 1 – Undergraduate Elective

Description:

Parmenides 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. What relation did his teaching that Being is One have in the resulting divisions within human consciousness? Was his teaching a logical miscalculation? Or is it a mystical insight? Arguably, Parmenides' message is especially relevant to our own time when the claims of Rationalism and the allure of technology are gradually eroding our appreciation of, and access to, the mysterious realms of myth and religion.

PL 498 01 **Philosophy of Cinema**
Peter Kreeft **T TH 1:30***
Level 3 – Undergraduate/Graduate Elective
Description:

Just as some of the world's greatest philosophy is to be found in novels, some is to be found in cinema, both films of philosophical novels or plays or original screenplays. This course will be much more than "philosophical discussion of movies." It will raise and debate fundamental issues in the history of Western philosophy in and through selected films. We will also read the books or screenplays on which the films are based and compare the written texts with the film version.

PL 503 01 **Philosophy of Religion**
Peter Kreeft **T TH 10:30***
Level 3 – Undergraduate/Graduate Elective
Description:

Dialectical, Socratic method will be used to discuss the issues traditionally ranked central in the philosophy of religion, including (1) the relation between reason and religious faith; (2) proofs for God's existence; (3) the nature of God; (4) the idea of divine revelation; (5) the Bible; (6) miracles and the supernatural; (7) angels and demons; (8) the psychology of religion and of atheism; (9) the nature of God; (10) creation and evolution; (11) the problem of evil; (12) the identity of Jesus; (13) the Resurrection; (14) life after death; (15) Heaven, Hell, and salvation; (16) comparative religions; (17) truth and epistemology.

Requirements: Exams: mid-semester and final (choice of formats)
Papers: choice of research paper or short original essays (10pp)

Readings:

1. HANDBOOK OF CHRISTIAN APOLOGETICS (Kreeft & Tacelli)
2. SOCRATES MEETS JESUS (Kreeft)
3. CHRISTIANITY FOR MODERN PAGANS; PASCAL'S PENSEES EXPLAINED (Kreeft)
4. BETWEEN HEAVEN AND HELL (Kreeft)
5. ANGELS AND DEMONS (Kreeft)
6. ORTHODOXY (G.K. Chesterton)
7. THE GRAND INQUISITOR (Dostoyevsky)
8. MIRACLES (C.S. Lewis)
9. THE PROBLEM OF PAIN (C.S. Lewis)

PL 520 01 **Introduction to Existentialism**
Richard Kearney **T TH 3***
Level 3 – Undergraduate/Graduate

Description:

An introduction to the main questions of existentialist philosophy from Kierkegaard and Nietzsche to Heidegger, Sartre and Camus. The major issues dealt with include freedom and determinism, desire and death, anxiety and the search for the absolute.

Requirements: final paper, oral exam

Reading: to be provided in class

PL 522 01 The Problem of Time: Ontology and Subjectivity

Jean-Luc Solere MW 3

Level 3 – Undergraduate/Graduate Elective

Description:

The nature of time is one of the trickiest puzzles in philosophy. Its elusiveness seems to be due to the fact that it pertains both to the objective world and our innermost subjectivity: there would be no time in the absence of movement, as well as in the absence of mind perceiving the movement. We will examine the main hypotheses regarding the essence of time, from Antiquity through Middle Ages, the nominalist and Newtonian revolution, until the threshold of contemporary phenomenological approach.

Syllabus on

Requirements:

Since this is an intermediate course (undergrad and grad), the evaluation will be differentiated according to the student's level. Typically: one longer research paper for grads, a mid-term exam and a paper for undergrads.

Readings:

Several texts will be found in C. Levenson's and J. Westphal's anthology, *Time*, Indianapolis, Hackett (coll. "Readings in Philosophy"), 1993.

Photocopies will be provided for other texts.

PL 541 01 Health Science: East and West

Pramod Thaker T TH 12*

Level 3 – Undergraduate/Graduate Elective

Satisfies University Cultural Diversity Core Requirement

Description:

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.

Readings:

- A course-pack of selected literature to be purchased from the BC Bookstore.
- The 'text-handout' material given in the class.
- Selected books on the reserve list in the library.

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

Level 3 – Undergraduate/Graduate Elective

Description:

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 577 01 Symbolic Logic

Jennifer Smalligan TTH 12*

Level 3 – Undergraduate/Graduate Elective

Description:

Symbolic logic provides a rich set of tools for analyzing and evaluating arguments. Logic is not just a body of knowledge, it is also a skill. Learning logic is much like learning to speak a language or play an instrument: one begins with relatively simple concepts and techniques and—with practice—eventually progresses to more complex ones. For this reason, the course will aim to introduce students to fundamental logical concepts and techniques in a hands-on way, with a focus on solving problems.

The first part of the course will introduce sentential logic, a system which takes sentences to be the basic units of logical analysis. We will learn techniques for symbolically representing sentences; we will be introduced to concepts such as validity and invalidity, logical equivalence, and logical consequence; and we will develop a natural deduction system and study some of its properties. In the second part of the course, we will study predication and quantification, allowing us to analyze more complex arguments. The third part of the course will provide an introduction to one of the most important results in modern logic: Gödel's Incompleteness Theorems. We will consider both the basic form of the proof and its philosophical significance.

Throughout the course we'll keep an eye on the application of symbolic logic to philosophy, using the skills acquired to analyze philosophical arguments. If time and interest permits, we will consider some important features of Aristotelian logic and Stoic logic and compare these systems with modern logic.

Requirements:

1) Weekly problem sets (40% of grade) 2) Midterm (20%) 3) Final exam (30%) and 4) Class participation (10%).

Readings:

1) Graeme Forbes, *Modern Logic: A Text in Elementary Symbolic Logic* (Oxford University Press 1994) and 2) Ernest Nagel and James R. Newman, *Gödel's Proof* (Routledge Classics 2005)

PL 596 01 Freud and the Critique of Culture
Psychoanalysis and Social Criticism

David Rasmussen T TH 1:30*

Level 3 – Undergraduate/Graduate Elective

What is the relationship between psychoanalysis and culture? Freud attempted to apply his insights to that question in late works, which we will consider, *Moses and Monotheism*, *The Future of an Illusion*, *Civilization and its Discontents* and *Totem and Taboo*. 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*. Max Horkheimer and Theodore Adorno famously join psychoanalysis and in *Dialectic of Enlightenment*. Finally, Herbert Marcuse's *Eros and Civilization* brings us full circle, back to Freud's preoccupation with society illustrated in his (Freud's) later work.

Requirements: Vigorous class participation and an oral mid-term and a take-home final. Students are encouraged to do independent projects. Graduate students will write a term paper for the class.

Reading: The texts listed above: *Moses and Monotheism*, *The Future of an Illusion*, *Totem and Taboo*, *Civilization and its Discontents*, *Freud and Philosophy*, *Perversion and Utopia*, *Dialectic of Enlightenment* and *Eros and Civilization*.

PL 608 01 Disenchantment: Heidegger, Marcel, Rilke

Jeffrey Bloechl MWF 11

Level 3 – Undergraduate/Graduate Elective

Description:

It is a prominent feature of modern thought to argue for a disenchantment of the world. A first goal of this course will be to understand and reflect on some claims for this disenchantment. In a second step, we will ask whether it is possible to also experience the world in a religious manner, i.e., as sacred, even while recognizing a degree of disenchantment. We find two distinct claims for this possibility in some features of the philosophies of Heidegger and Marcel, both of whom recognize and argue for the sacrality of the world. This will involve some attention to their different relations to Rilke, whose experiences of disenchantment and sacrality were studied with interest by Marcel but largely dismissed by Heidegger, who preferred Holderlin.

Requirements: Short paper, Long paper, Final exam (oral).

Readings: L. Ferry, *Man Made God*; Heidegger, *Basic Writings* and *Poetry, Language, Thought*; Marcel, *Homo Viator*; Rilke, *Duino Elegies* and *Sonnets to Orpheus*.

PL 624 01 Race, Racism, and Racial Identity

Jorge Garcia T 4:30-6:15

Level 3 – Undergraduate/Graduate Elective

Description:

This course examines recent philosophically informed discussions of (1) the nature, origin, and status of races, investigating biological

realism, social realism, social constructionism, & anti-realism; (2) various conceptions, forms, types, bearers, & causes of racism, including personal, institutional, cultural, behavioral racism(s); and (3) the bases & moral status of racial solidarity, loyalty, pride, trust, and of race-based political movements. No previous courses in Black studies are required, but students should be equipped for philosophical & conceptual analysis & argumentation.

Readings:

Chapters & articles by such contemporary philosophers as Linda Alcoff, Kwame Anthony Appiah, Lawrence Blum, Michael Hardimon, Sally Haslanger, Randall Kennedy, Philip Kitcher, Howard McGary, Charles Mills, Adrian Piper, Tommie Shelby, Paul Taylor, Naomi Zack, and others.

Requirements: Two take-home examinations & an in-class oral presentation

PL 635 01 Philosophers and Theologians: Influences and Ideas in the 19th and 20th Centuries

Thomas O'Meara, O.P. M 10-11:50

Level 3 – Undergraduate/Graduate Elective

Description:

Two philosophers – F. W. J. Schelling (romantic idealism) and Martin Heidegger (existential ontology) – represent modern thinking in the 19th and 20th centuries. Each exercised influence on theologians. Paul Tillich and Yves Congar drew upon the approach of Schelling, while Martin Heidegger was present in the exegesis and biblical theology of Rudolf Bultmann and the theology of Karl Rahner. To look at these philosophers and theologians is to gain some understanding of the course of modern philosophy after Kant and the recent history of Catholic and Protestant theologies. The theological themes will be revelation, grace, and church.

PL 709 01 Aristotle On Science and the Sciences

William Wians TH 4:30-6:20

Level - Graduate

Description:

Scholars increasingly appreciate the profound connections between Aristotle's philosophical positions and his theory of scientific knowledge, its conditions and methods. Knowledge 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 ethics, natural science, or metaphysics, Aristotle's epistemological and methodological commitments determine his starting points, shape the exposition, and decisively influence the outcome of his investigations.

Requirements: The course will be devoted to a careful study of Aristotle's theory of scientific knowledge (*epistêmê*), both as it is explicitly formulated and as it shapes the treatises. The primary task for seminar members will be to engage in a close reading of the Posterior Analytics, which presents the theory in all its complexity and subtlety. At key point along the way, portions of other Aristotelian works, including Topics I, Parts of Animals I, Nicomachean Ethics VI, and Metaphysics I and IV, will be consulted. Throughout the semester, students will be guided to the extensive secondary literature on the subject. Course grades will be determined by seminar participation and one or two research papers.

Because of the pervasive influence of the theory of science, the course should provide a rigorous and far-ranging encounter with the philosophy of Aristotle.

PL 714 01 **Hermeneutics of the Heart**
Richard Kearney **T 6:30-8:15**

Level - Graduate

Description:

This seminar will concentrate on a number of theories of the heart in both Western and Eastern philosophy. It will first look at certain texts by phenomenologists like Scheler, Stein and Sartre as examples of the former; and then examine some Buddhist, Hindu and Sufi texts as examples of the latter. The course will conclude with a hermeneutics of inter-cultural and inter-religious imagination based on an analysis of certain common symbols, images and icons of the heart.

PL 719 01 **Virtue and Law in the Ethics of Aquinas**

Oliva Blanchette **M 6:30-8:15**

Level – Graduate

Aquinas is usually represented as a proponent of natural law in ethics. That is not entirely true to the way he presented himself in his own ethical theory. *Law* was for him an extrinsic principle of good action, along with *grace*. The intrinsic principle of good action to the rational creature, or to human subjectivity, was for him *virtue*, both natural and supernatural. As an ethicist, he called attention much more to this intrinsic principle of virtue in human action than to the extrinsic principle of law.

In this seminar we shall examine how Aquinas comes to this theory of ethics as part of his *Summa* of Christian Theology, and how he develops his idea of a Christian Ethic along lines that are both rational and suprarational, both humanistic and theological, according to two sets of virtue, one natural and one supernatural, the cardinal virtues of prudence, justice, courage, and temperance, on the one hand, and the theological virtues of faith, hope, and charity, on the other. Then we shall examine how he brings law into this ethic of virtue as an extrinsic principle of good action.

We shall study how he proceeds in Part One of Part Two (I-II) of the *Summa Theologiae*, the only place where he gives a complete elaboration of his own thinking on the virtues as a rational creature and as a Christian, and then we shall turn to a consideration of how he treats each one of the virtues in particular, both theological and human, in Part Two of Part Two (II-II).

While we shall work on I-II in common during class in the first part of the seminar, students will choose a particular virtue from Part II-II to work on, in view of making a presentation in class as well as writing a term paper.

Requirements: seminar presentation and term paper, final exam

Reading: Aquinas, *Summa Theologiae*; *Treatise on Habits & on the Virtues*; *Treatise on Law*; *Treatise on Virtues in Particular*

PL 762 01 **Soren Kierkegaard**

Vanessa P. Rumble **TH 2-4**

Level – Graduate

Description:

This course will deal primarily with the early pseudonymous writings of Soren Kierkegaard. The following topics will be emphasized: (1) the function of irony and indirect communication in the pseudonymous works, (2) Kierkegaard's conception of freedom and subjectivity, and (3) the nature of the relationship which Kierkegaard posits between reason, autonomy, and faith.

Requirements:

Weekly reflection papers, 2 pages typed
Final paper, roughly 12-15 pages

Readings:

Søren Kierkegaard, *Fear and Trembling and Repetition*
Concept of Anxiety
Philosophical Fragments
Two Ages
Sickness Unto Death

PL 764 01 **Jean-Paul Sartre**
Richard Cobb-Stevens **T 4:30-6:15**

Level - Graduate

Description:

Sartre's early writings on the emotions and on imagination provide a lucid introduction to the phenomenological method and prepare the reader for the main themes of *Being and Nothingness*: consciousness as negativity, bad faith as flight from the anguish of freedom, the negative dimensions of interpersonal relations, the interpretation of symbols in existential psychoanalysis.

Nausea is Sartre's earliest and best novel, and *Baudelaire* is an intriguing analysis of the poet's personality and work.

Sartre's theories are always provocative, sometimes outrageous. It is impossible to remain indifferent to what he says.

Requirements: mid-term and final examination

Readings: Jean-Paul Sartre: *The Psychology of Imagination, The Transcendence of the Ego, Nausea, Being and Nothingness, Baudelaire, The Emotions: Outline of a Theory,*

PL 767 01 **Platonic on the Rhetoric of Sophists and Philosophers**
Marina McCoy **F 1-3**

Level – Graduate

In this course we will read a variety of dialogues that address the question of the relationship between philosophy, sophistry, and rhetoric. Plato presents Socrates as a rhetorical in his approach to argument. If the philosopher as much as the sophist is a rhetorician, then what distinguishes the two of them? In order to explore this question, we will read Plato's *Apology, Gorgias, Protagoras, and Euthydemus*, as well as some surviving works by Gorgias, Isocrates, Alcidas, forensic authors, and other contemporaries of Plato and Socrates.

PL 768 01 **Insight**
Patrick Byrne **TH 4:30-6:50**

Level - Graduate

Description:

“Thoroughly understand what it is to understand, and you will not only understand the broad lines of all there is to be understood but also you will possess a fixed base, an invariant pattern opening upon all further developments of understanding.”

Lonergan, *Insight*

Bernard Lonergan wrote his major philosophical work, *Insight*, to address what he regarded as the great challenges posed by Modernity: modern natural science, modern historical thought, and the great revolutions in modern philosophy, especially in Descartes, Kant and Hegel. In many ways *Insight* shares the concerns of post-modernism, but departs from its pervasive relativism. Written after his scholarly investigations of Aquinas, Lonergan set himself the task of developing what he learned from those studies into a methodical way of

treating philosophical metaphysical, ethical, historical, hermeneutical and theological issues. He called that method “self-appropriation” – that is, coming to better know oneself through the structured relations among the activities of one's own consciousness.

Can the tantalizing promises made by Lonergan be realized? That question forms the central theme of this course. We will undertake a careful, detailed and critical investigation of major sections of Lonergan's *Insight*, along with selections from Lonergan's later writings and the works of major Lonergan scholars.

Requirements:

(1) Class preparedness (15%; careful reading of the weeks assigned chapters, responses to study questions and exercises, and prepared notes of questions and comments for class discussion); **(2) A short paper (4-5 pages) describing an insight you have had. (15%); (3) Term paper (of 20-25 pages) (40%); (4) Final Exam (30%).**

Readings:

Lonergan, *Insight*
Lonergan, *Topics in Education*
Selected essays
Flanagan, *Quest for Self-Knowledge*
Cronin, *Foundations of Philosophy* (online)

PL 771 01 Kant's Political Philosophy
David Rasmussen TH 4:30-6:20

Level – Graduate

Description:

This course will have two purposes. The first will be to read and discuss the basic texts which constitute Kant's political philosophy, while the second will be to concentrate on Kant's concept of cosmopolitanism. Currently, there is a significant and exciting debate over the nature and legitimacy of cosmopolitanism. Kant's political philosophy is central to that debate. In this context we will read Rawls, Habermas, Nagel, Held and others in relationship to Kant's cosmopolitanism.

Readings:

The basic texts of Kant's political philosophy plus articles by Rawls, Habermas, Nagel, Held and others

Requirements:

Vigorous class participation and a paper on a topic to be determined in consultation between the student and the professor

PL 780 01 Readings in Theory
Cross Listed with EN 780/RL 780

Kevin Newmark T 4:30-6:50

Level – Graduate

For graduate students; Open to undergraduates with permission of instructor only. Fulfills a Ph.D. requirement in Romance Languages and Literatures.

Conducted in English.

Description:

This course is organized as an introduction to the reading of literary theory for graduate students in various disciplines. Its aim is to develop in students an awareness and sensitivity to the specific means and ends of interpreting literary and extra-literary language today. The course seeks to provide students with a basic familiarity with some of the most formative linguistic, anthropological, philosophical, and literary

antecedents of the diverse and often contentious theoretical models occupying, some would say, plaguing, the contemporary literary critical scene.

Readings from Saussure, Lévi-Strauss, Jakobson, Barthes, Lacan, Ricoeur, Geertz, Clifford, Austin, Derrida, and de Man, among others included.

PL 792 01 **Hannah Arendt**

James Bernauer, S.J. **M 5:30-7:30**

Level – Graduate

Description:

This course will examine the life and political thought of Hannah Arendt (1906-1975). We will read selective texts from her earliest writings to her posthumously published lectures on the life of the mind. Major themes will include totalitarianism, the life of action, love of the world, and the character of evil.

Requirements: Seminar participation and term paper.

Readings:

H. Arendt, Origins of Totalitarianism

H. Arendt, The Human Condition

H. Arendt, Life of the Mind

H. Arendt, Essays in Understanding

E. Young-Bruehl, Hannah Arendt: For Love of the World

PL 810 01 **Heidegger on Holderlin's Hymn,**
The Ister

William J. Richardson **TH 6:30-8:30**

Level – Graduate

Description:

A reflection on Heidegger's Freiburg University lecture course of 1942, with special focus on the role of *Ereignis* in poetry.

The course proposes to be **an advanced seminar** on the **doctoral level** and participants will be limited to a number that makes group discussion possible

Expectations:

The seminar will presuppose a thorough familiarity with *Being and Time*. :

For credit, it will expect a 15-20 page paper (or its equivalent) and a ½ hour discussion with the professor of both the paper and the general issues that the course will have raised.

Readings:

- Heidegger, *Hölderlin's Hymn "The Ister."* Translated by W. McNeill and J. Davis. Bloomington: Indiana University Press, 1996. Cognate texts will be suggested as also certain readings from the secondary literature.

PL 825 01 **Phenomenology and its Aftermath**

John Sallis W 5:30-7:50

Level - Graduate

Description:

This course will focus initially on several central themes of Husserl's phenomenology: the relation between meaning and language, the intentional conception of consciousness, the analysis of internal time. The course will then consider the reception, criticism, and further developments of these themes by Husserl's successors. Primary consideration will be given to Derrida and Heidegger.

PL 827 01 **Advanced Topics in Modern Philosophy: Spinoza's Metaphysics and Ethics**

Jean-Luc Solère T 4:30 – 6:15

Level - Graduate (open to undergraduates with permission of instructor)

Description:

We will carry out a continuous and close textual study of Spinoza's masterpiece, the *Ethics*, one of the most ambitious attempts to dissolve the fears and the passions of ignorance. This will also give us the opportunity to confront his system with the other great philosophies of the 17th century, the class being especially designed for providing graduate students with a strong and in-depth presentation of early modern thought.

Requirements: Class participation and presentations; final paper.

Readings: *The Essential Spinoza. Ethics and Related Writings*, ed. by M. L. Morgan, with the transl. of Samuel Shirley, Indianapolis, Hackett, 2006 (ISBN 978-0-87220-803-2).

PL 836 01 **God and the Between**

William Desmond MW 3-5:20

Level – Graduate

Description:

Our primary focus will be on the philosophy of God outlined in *God and the Between*. The following considerations will be stressed. First, an understanding of the sources of godlessness in western modernity. Second, the inescapability of the question of God, even despite this godlessness. Third, the need to have some sophisticated sense of the more classical approaches to God, in their strengths and limits. Fourth,

the need to have an understanding of the ontological ethos within which the quest for God emerges and takes shape. Fifth, how our approaches to God are shaped by fundamental senses of being which influence a plurality of distinctive conceptions of God. Sixth, attention to some significant landmark thinkers who have exerted important influences. Seventh, how a metaxological philosophy can throw light on different conceptions of God, and allow us to address fruitfully the question of what God might be.

Required Readings:

W. Desmond, *God and the Between* (Blackwell, 2007)

J. Hick, *Classical and Contemporary Readings in the Philosophy of Religion*, latest edition (Prentice-Hall, Inc)

Recommended Readings:

W. Desmond, *Hegel's God - A Counterfeit Double?* (Ashgate, 2003)

W. Desmond, *Is there a Sabbath for Thought? Between Philosophy and Religion* (Fordham UP, 2005)

R. Kearney, *The God who Maybe* (Indiana University Press, 2001)

M. Westphal, *Overcoming Ontotheology* (Fordham University Press, 2001)

J-L Marion, *God without Being* (University of Chicago Press, 1991)

Ludwig Heyde, *The Weight of Finitude* (SUNY, 1999)

John Caputo, *On Religion* (Routledge, 2001)

PL 856 01 **Seminar: Heidegger II**

Thomas J. Owens **W 3-4:20**

Level - Graduate

Prerequisite: PL 855

Description:

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 990 01 **Teaching Seminar**

Richard Cobb-Stevens **F 4:30-6**

Level – Graduate

Description:

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.