Chapter X

Course Modules

for the

Programmes

in the

Faculty of Philosophy

Understanding Modules and Credits

Modules of courses required for the courses taught in the Faculty of Philosophy are described in the following pages.

Each course is divided into units known as *modules*. Module-descriptions follow the conventions of the Bologna Process, a Europe-wide system of measuring educational attainment in order to permit the recognition of qualifications and facilitate movement of students.

Module Name: Each module has a formal name or description.

Module Code: For administrative purposes, each module has a code made up of letters and numbers. The letters are abbreviations of subject-areas, e.g. PY. Courses with PY in the module code are taught by Department of Philosophy in Saint Patrick's College.

The first digit of the three-digit number indicates the year of the programme in which the module is typically offered, e.g. 321 is a Third Year course. As some courses are taught on a cyclical basis, a course with first number 2 may be required in third year and vice-versa. The remaining numbers are for purposes of identification only.

Module Lecturer or Co-ordinator: The person teaching the module. Where there is more than one lecturer, the co-ordinator is responsible for the direction of the course.

Faculty: The Faculty of Philosophy responsible for this module.

Module Level: In the Bologna system, student progress is measured on a scale of 1-10, e.g. Honours Leaving Certificate (Level 5), Honours Bachelor's Degree (Level 8), Masters (Level 9), Doctorate (Level 10).

Credit rating: Each module carries a number of CREDITS or ECTS (European Credit Transfer System). Credit rating is calculated by the amount of time devoted to the module. A course of two formal lectures weekly for one semester, with tutorials, assignments and independent study, is rated at 5 ECTS. Shorter courses (e.g. one lecture per week for one semester) are rated at 2.5 ECTS. A year's work at Bachelor's level is the equivalent of about 60 ECTS Credits.

Module Descriptors for Higher Diploma and Diploma in Philosophy and Arts

Semester one

Introduction to Philosophy (1ˢᵗ years)

Module Code: PY 101
Lecturer: Rev Dr Thomas Casey SJ
Department: Philosophy
Module Level: Level 8
Credit rating: 5 ECTS Credits

Aims
- To provide an introduction to the nature of the philosophy, its goals and methodology, and how it differs from other disciplines.
- To furnish an overview of several of the main areas of philosophy.
- To describe the relationship between philosophy and Christianity, and their influence upon each other.

Learning Outcomes
Upon successfully completing this course, students will be able to:
- Appreciate the nature and methodology of philosophy in a deeper way.
- Name and describe the principal areas of philosophical inquiry and demonstrate how they relate to one another.
- Identify the strengths and weaknesses of various philosophical arguments and construct their own arguments.
- Ascertain an improvement in their thinking and writing skills.

Indicative Syllabus
Questions and issues to be explored include the following:
What is philosophy? Wonder. The subject and self-knowledge. The other as person and moral subject. Reason and reality. Politics. The foundation and nature of justice. Art.

Elements and Forms of Assessment
Essay: 50%   Exam: 50%

Epistemology

Module Code: PY 105
Lecturer: Rev Dr Patrick Moroney SVD
Department: Philosophy
Credit rating: 5 ECTS Credits

Aims: To understand what knowledge is. To be aware of the wrong ways to investigate knowledge: denying the senses or the intellect or both. To know the right way to acquire knowledge. To understand what truth is. To know what religious knowledge and moral knowledge are.

Learning Outcomes:
The students should become aware what knowledge is and how to acquire it. The student should also come to know what truth is. The student should come to know that there are different types of knowledge, religious knowledge and moral knowledge being two.

Indicative Syllabus

The Correct Method to adopt in inquiring about knowledge.
The Method of Complete Scepticism
The Method of Sense Scepticism
The Method of Intellectual Scepticism
Memory as a Source of Knowledge
Authority as a Source of Knowledge
Kant's Synthesis of Empiricism and Rationalism#
What is Truth?
Religious Knowledge
Moral Knowledge
Knowing How and Knowing That

The History of Ancient Philosophy

Module Code: PY 119
Lecturer: Rev Dr Patrick Moroney SVD
Department: Philosophy
Credit rating: 5 ECTS Credits

Aims: To become acquainted with the principal Ancient Greek and Roman Philosophers and their main ideas from Thales in the 7th century B.C. to Plotinus in the 3rd century A.D. To see how ancient philosophy has influenced subsequent Western civilization and Christianity.

Learning Outcomes:
- To understand how and why the ancient Greeks started to philosophise.
- To know the main Ancient Greek and Roman philosophers and their philosophies.
- To acquire a better understanding of philosophy by knowing its origins.

Indicative Syllabus:

The Rise of Greek Civilisation
Mythical thinking to philosophical thinking
The pre-Socratics

Thales, Anaximander, Anaximenes, Xenophanes, Pythagaoras, Heraclitus, Parmenides, Zeno of Elia, Empedocles, Anaxagoras, Atomism – Democritus & Leucippus

The Sophists
Socrates, Plato, Aristotle
Ancient Philosophy after Aristotle
Epicurus, Stoics, Cynics, Sceptics, Philo the Jew, Neo-Platonism & Plotinus.

Classical Metaphysics

Module Code: PY 121
Lecturer: Rev Dr Patrick Gorevan
Department: Philosophy
Module Level: 8
Credit rating: 5 ECTS Credits

Aims: To provide an introduction to the perennial tradition of metaphysics originating in the work of Aristotle. A Christian synthesis of this tradition is provided by examining the important philosophical contribution of St. Thomas Aquinas.

Indicative Syllabus:
The themes dealt with include the fundamental questions of Being, Change and Identity, which involve amongst others the traditional Aristotelian concepts of Substance, Potency and Act, and Essence and Existence.

Fides et Ratio (1st years)

Module Code:	PY125
Lecturer:	Dr Denise Ryan
Department:	Philosophy
Module Level:	8
Credit rating:	5 ECTS Credits

Aims:
- To explore Pope Saint John Paul's encyclical letter, Fides et Ratio. Written in 1998 it is acknowledged to be one of the most important of Church documents examining the complementarity of faith and reason.
- To reflect on philosophy as a resource for generating greater knowledge of truth and on how the Church sees philosophy as a way to know fundamental truths about human life.
- To explore Pope Saint John Paul's interest in Thomist philosophy.

Learning Outcomes: At the end of the module the student will:
- Understand the need which prompted Pope Saint John Paul II to pursue the theme of the relationship between faith and reason.
- Answer the question 'Why does the Church value philosophy'?
- View the encyclical as a demonstration of Pope Saint John Paul II's conviction that faith and reason are two wings upon which the human spirit rises to the contemplation of its proper object, truth.
- Understand the place of philosophy within priestly formation.
- Understand the dangers which lie hidden in some currents of thought which are prevalent today.

Indicative Syllabus:
- Introduction to Papal encyclicals and to Pope Saint John Paul II's Encyclical in particular.
- Motivations for the Encyclical.
- Divine Revelation.
- Wisdom and Understanding.
- Seeking the Truth.
- Faith and Reason: An Historical Perspective.
- The intrinsic relationship between Theology and Philosophy.

Course Text:
John Paul II, *Faith and Reason* (London: Catholic Truth Society, 1998). The encyclical is out of print unfortunately but the full text is available to download from the Vatican website: w2.vatican.va/content/john.../hf_jp-ii_enc_14091998_fides-et-ratio.html
Relevant handouts will be made available throughout the module.

Elements and Forms of Assessment:
Essay: 40%
End of Semester Exam: 60%

Mary through the Millennia (2nd years)

Module Code: PY 209
Lecturer: Rev Dr Thomas Casey SJ
Department: Philosophy
Module Level: Level 8
Credit rating: 5 ECTS Credits

Aims
To introduce students to how Mary has been understood through the millennia in Scripture, theology, spirituality, the Orthodox tradition, Islam, philosophy and art.

Learning Outcomes
Upon successfully completing this course, students will be able to:
- Articulate a fuller understanding of Mary's portrayal in Scripture.
- Identify and comment on how Saint Augustine of Hippo views Mary.
- Illustrate the significance of the Orthodox understanding of Mary, especially in its iconography, hymns, and liturgical feasts.
- Discover how the privileged status ascribed to Mary by the *Qur'an* could help to build bridges between Christianity and Islam.
- Explain the similarities Søren Kierkegaard identifies in Mary and Abraham.
- Critically engage with the portraits of Mary provided by various mystics.
- Appreciate the distinctive features of Mary in the Irish spiritual tradition.

Indicative Syllabus
- The depiction of Mary in Scripture.
- The Patristic perspective on Mary in Saint Augustine of Hippo.
- Mary in the Orthodox tradition.
- Mary in the *Qur'an*.
- Mary in Søren Kierkegaard's *Fear and Trembling*.
- Mary as seen by mystics.
- Mary in Irish spirituality.

Elements and Forms of Assessment
Essay: 50%
Exam: 50%

Semester Two

Semester Two (January – May 2018)

Philosophy of Science and Nature

Module Code: PY 103
Lecturer: Dr J. Haydn Gurmin
Department: Philosophy
Module Level: 8
Credit rating: 5 ECTS Credits

Two lectures and one tutorial a week

Aims:
To present a historical and systematic account of the philosophy of science.

Indicative Syllabus:
Historically we shall be moving from antiquity to the early modern period, and systematically we shall discuss modern theories of scientific method and practice. Our systematic discussion will include some classical theories in the philosophy of science by Karl Popper, Thomas Kuhn, and others. We shall also look at the theory of evolution and the implications this scientific theory had for the theists. The modern neo-Darwinian debate will be looked at especially in the light of the writings of Dawkins, Gould, Dennett, etc. Some theistic responses to the theory of evolution will be considered and outlined.

The History of Medieval Philosophy

Module Code: PY 120
Lecturer: Rev Dr Patrick Moroney SVD
Department: Philosophy
Credit rating: 5 ECTS Credits

Aims: To understand why this period is sometimes called the Christian Period and by others the Dark Ages. To understand how Medieval Philosophy shaped Christian thought. To understand the Jewish and Moslem contribution to the Medieval Philosophy.

Indicative Syllabus:
- Main characteristics of the medieval period.
- The Patristic period.
- St. Augustine.
- Pseudo-Dionysius.
- The Dark Ages.
- John Scotus Erigena
- Islamic Philosophy.
- Jewish Philosophy.
- Christian Scholasticism.
- Early Scholasticism - Anselm
- The Golden Age of Scholasticism – Thomas Aquinas
- The Decline of Scholasticism – Ockham

Contemporary Metaphysics

Module Code: PY 122
Lecturer: Rev Dr Patrick Moroney SVD
Department: Philosophy
Credit rating: 5 ECTS Credits

Aims: To understand the positive side of Kant's criticism of Classical Metaphysics. To understand Heidegger's, Nietzsche's and Process Philosophy's approaches to Metaphysics. To become familiar with some metaphysical problems.

Indicative Syllabus:
- Hume's criticism of Classical Metaphysics
- Kant's criticism of Classical Metaphysics and the Metaphysics of "as if"
- Logical Positivism's Criticism of Classical Metaphysics
- Nietzsche's approach to Metaphysics
- Heidegger's approach to Metaphysics
- Process Philosophy's approach to Metaphysics.
- Some Problems in Metaphysics

Logical Reasoning and Critical Thinking (1ˢᵗ years)

Module Code: PY 124
Lecturer: Dr Denise Ryan
Department: Philosophy
Module Level: 7
Credit rating: 5 ECTS Credits

Aims:
The main aim of this module is to introduce students to classical Aristotelian logic.

Learning Outcomes:
On successful completion of the course students should be able to:
Identify the ways in which we are tempted to reason incorrectly.
Identify fallacious arguments in everyday situations, e.g., work situations and media.
Analyse the main components of an argument (premises and conclusion).
Discriminate between valid and invalid forms of reasoning.
Translate everyday language into standard syllogistic form and test the validity of the argument, applying the rules of the syllogism.
Translate everyday arguments into standard modern logical notation of the propositional calculus,   and test the validity of such arguments, using the truth-table method.

Indicative Syllabus:
This module will begin with informal fallacies, the two main types with which we will be dealing are fallacies of relevance and fallacies of ambiguity. Logicians use the term fallacy to designate not just any error in reasoning but typical errors which can be identified and named. Particular attention will then be paid to the categorical syllogism and the methods for testing for validity. This part of the module will deal with such topics as the square of opposition: immediate inference and the translation of everyday language into standard logical form. In the final section of the module students will be introduced to symbolic logic, which, in contrast to Aristotelian logic, is a logic of propositions, in which propositions are taken to be the basic units.

Course Materials:
Course notes on Logic (A First Arts Philosophy Course) by Dr Donal Daly,
SVD. Relevant handouts will be made available throughout the module.

Elements and Forms of Assessment:
Essay and in-class test: 40%   End of semester exam: 60%

Phenomenology

Module Code: PY 135
Lecturer: Rev Dr Patrick Gorevan
Department: Philosophy
Module Level: 8
Credit rating: 5 ECTS Credits

Aims:
This course will offer a historical introduction to phenomenology, approached
through the work of some of the early phenomenological thinkers: Scheler,
Stein and Heidegger, in dialogue with one another and with Edmund Husserl,
the founder of the movement. It will deal with the impact of the
phenomenological movement on twentieth-century philosophy and will also
treat of the application of phenomenological thinking to issues such as the
person, ethics, value and emotion.

Augustine on God and Evil: A Metaphysical Exploration (HDPA Students)

Module Code: PY 136
Lecturer: Revd John Kwa Akain mHm
Department: Philosophy/Theology
Module Level: 8
Credit Rating: 2.5 ECTS

Aims: To examine Augustine's account of evil both in its metaphysical and existential contours.
To look at Augustine's theodic arguments as influenced by his philosophical precursors and crafted within his Christian faith.
To demonstrate the plausibility of Augustine's metaphysical explanations of evil as *Privatio, Corruptio, contra Naturam, defectio….*
To highlight the existential and Religious Significance of Augustine's privation account of evil.

Learning Outcomes
At the end of this module: Students should be able to appreciate why believing in the existence of God in the face of evil is better than not believing.
They should also be able to intellectually demonstrate that, far from being a proof for the non-existence of God, the reality of evil is a proof of the 'Same.'
They should equally be able to show that the reality of evil in Augustine's theocentric world is compatible with the existence of God. Above all, after having followed Augustine on the search for a rational explanation of the presence of evil within us and in the world created good by a God who, for Augustine, is omnipotent, omnibenevolent and omniscient, students should, like Augustine, be able to have both a deeper knowledge of and love for God.

Indicative Syllabus
Augustine's Introduction to Philosophy: Reading of Cicero's Hortensius
Augustine a Manichaean: Two Principles
Augustine towards Intellectual Conversion
Neo-Platonism: Reading of *Libri Platonicorum*
Augustine towards Moral Conversion: Conversion of the Will
        ▪Ambrose ▪Letters of St Paul
        ▪ Conversation with Simplicianus ▪Visit of Ponticianus
        ▪*Tolle lege*: Moral Conversion sealed
Accounts of God and Creation
Evil as Privation of Good or Perversion of the Will
            Reality of Evil as a Proof of God's Existence

Elements and Forms of Assessments
Continuous Assessments: 100%

The Philosophy of the Human Person II

Module Code: PY 208
Lecturer: Rev Dr Thomas Casey SJ
Department: Philosophy
Module Level: Level 8
Credit Rating: 5 ECTS

Aims
Building on the foundation of the first course on the Philosophy of the Human Person, the present course continues to ask the fundamental anthropological question: what, or who, is the human person?
It is intended to provide students with the conceptual tools and skills to reflect upon themselves as beings embedded in historical and relational contexts, yet simultaneously to recognise themselves as spiritual beings who transcend these spatio-temporal horizons.

Indicative Syllabus
The memory. The understanding. The will. Happiness, meaning and the good life. Feelings and reason. Friendship. Work. Play and leisure. Contemplation. Death. The hope of immortality.

Learning Outcomes
Upon successfully completing this course, students will be able to:
- Possess a more complex and rich understanding of the person as an incarnate spirit rooted in a rich and deep context which truly gives meaning to human life and action.
- Think critically in such a manner that they can penetrate beyond surface phenomena of human life to grasp their deeper significance.
- Understand the human person as a subject, self-conscious and free, who gives meaning to human existence, and who is on a journey toward the realisation of his or her own being.
- Express their own understanding of philosophical anthropology in such a way that they value both traditional approaches and contemporary attempts to describe the human person.

Elements and Forms of Assessment
Essay: 50%
Exam: 50%

Academic and Personal Reflection II (2ⁿᵈ years)

Module Code: PY 212
Lecturer: Rev Dr Thomas Casey SJ
Department: Philosophy
Module Level: Level 8
Credit Rating: 5 ECTS

Aims
This module, which must be completed before the end of the second year of the programme, involves the composition of a portfolio: a reflective written collection of study completed, skills developed, and self-knowledge acquired. The portfolio has two principal aims.

- First, it provides students with the opportunity to demonstrate what they have learned through itemizing their courses and other relevant activities, and through selecting and editing some of their written work. It thus displays their knowledge, abilities, and skills in a concise manner.
- Second, it provides students with the opportunity to reflect on their experience of being a student, not simply in terms of what they have learned, but especially in terms of why they have learned, how they have learned, what they have learned about themselves as learners, the difference this learning has made to them from a personal, intellectual and moral point of view, and how this learning can guide them as learners in the future.

Learning Outcomes:
On successfully completing this module, students:

- will be capable of identifying both their strengths and the areas in which they need to develop,
- be able to review the progress they have made so far and the challenges that lie ahead,
- will know how to articulate their own particular style of learning, and create an action plan with realistic targets for future growth.
- their own self-knowledge will be deepened.

Indicative Syllabus:
The portfolio should be at least 20 pages in length, and made up of four parts.

- In the first part of the portfolio, an account of the experiential and other learning gained before beginning studies at the Pontifical University.
- The second part of the portfolio comprises a presentation of courses completed during the first semester. The most important things learned from each course should be highlighted. The best passages from assignments, essays, etc., submitted for each course should be reproduced. The most helpful readings from articles and books in each course should be presented and contextualized.
- The third part of the portfolio should describe the personal and academic questions that have become important for students during the year, based on what was learned in courses as well as what was learned through other activities, in addition to areas where outstanding questions and problems still remain.
- The fourth part of the portfolio should describe the "self-learning" that has been gained. For instance, what things did you learn most easily? What was most difficult for you to learn? What brought you the most joy in learning? What frustrated you the most? What surprised you the most? What effect have these two years of learning had upon you personally, intellectually, and morally? To conclude this fourth part, the student should look to the future. The following questions may be used as guidelines: Are there values and priorities you have learned through your course of studies that you expect to affect or influence your life and studies in the future? If you were beginning the programme again, what would you do differently? Looking back over the two years, what do you feel most grateful for, and what are you most disappointed about?
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Elements and Forms of Assessment:
The portfolio for the second year should be at least 20 pages (48,000 characters, including spaces). Students may include images, passages from literature, etc., as long as these items have shaped their learning, and do not take up (in total) more than 20% of the length of the portfolio. Two printed copies of the portfolio must be submitted at the end of the Easter holidays preceding the final part of the second semester of the second year. This is in order to permit sufficient time for evaluation.
It also gives students sufficient time to make revisions should the committee of evaluation deem this necessary.

The two printed copies of the portfolio should be submitted to the Director of the programme, who will convene two persons in order to evaluate it.
An oral discussion with a panel of two people will be subsequently convoked in order to tease out, together with students, the various questions raised by the portfolio.
For the purposes of the assessment of both the written portfolio and the oral discussion, particular attention will be paid to the following: the ability of students to describe clearly academic and other activities, to reflect on these activities and how they have influenced their thinking, to extrapolate principles and draw conclusions, to explain how new learning can be applied in future situations, and to summarize what they have learned in a cogent and thoughtful manner.
Final Assessment: 100%. Assessment will be based on the written portfolio and a subsequent discussion between each student and one or two lecturers.