



# The Philosophy Major's Handbook

## Your Guide to Now and Later

Wheaton College

# CONTENTS

1. Why Study Philosophy?
2. Major and Minor Programs
3. Requirements for 24 + 16 Program
4. Advising
5. Policy on Independent Study
6. Statement on Plagiarism
7. Internships
8. The Student and The Scholarly Life
9. R.E. Lee Prize in the Philosophy of Religion
10. Departmental Honors in Philosophy
  - A. Application
  - B. Proposal for Honors Thesis
11. Collegium Philosophicum
12. Special Events
13. Career Options
14. Philosophical Journals
15. Reading List
16. Graduate Task Calendar

# WHY STUDY PHILOSOPHY?

- TO THINK FOR OURSELVES LOGICALLY AND CLEARLY
- TO COMMUNICATE WITH PRECISION, COGENTLY AND EFFECTIVELY
- TO DEVELOP ETHICAL REASONING
- TO EXPLORE FOUNDATIONAL QUESTIONS ARISING IN ALL LIFE AND LEARNING
- TO DEVELOP A CHRISTIAN WORLD VIEW
- TO BUILD A BASIS FOR YOUR THINKING ACROSS THE BREADTH OF YOUR EDUCATION

## CONSIDERING MORE PHILOSOPHY?

**FOR THOSE IN . . .**

<p><b>Bible/Theology</b> (Pre-Seminary):</p> <ul style="list-style-type: none"> <li>➤ 311,312 — <i>History of Philosophy</i></li> <li>➤ 315 — <i>Philosophy of Religion</i></li> <li>➤ 316 — <i>Asian Philosophy</i></li> <li>➤ 347 — <i>Apologetics</i></li> <li>➤ 347 — <i>Philosophical Hermeneutics</i></li> <li>➤ 347 — <i>Science &amp; Christian Belief</i></li> <li>➤ 347 — <i>Philosophical Theology</i></li> <li>➤ 455 — <i>Augustine</i></li> <li>➤ 455 — <i>Edwards &amp; Enlightenment</i></li> <li>➤ 494-5 — <i>Christianity &amp; Postmodernism</i></li> </ul>	<p><b>Humanities</b> (Arts, History, Literature):</p> <ul style="list-style-type: none"> <li>➤ 216 — <i>Philosophy of the Arts</i></li> <li>➤ 341 — <i>Nature of Persons</i></li> <li>➤ 347 — <i>Philosophical Hermeneutics</i></li> <li>➤ 347 — <i>Feminist Philosophy</i></li> <li>➤ 455 — <i>Historical Seminars</i></li> <li>➤ 311/312 — <i>History of Philosophy</i></li> </ul>
<p><b>Natural Sciences</b> (Pre-Med):</p> <ul style="list-style-type: none"> <li>➤ 317 — <i>Biomedical Ethics</i></li> <li>➤ 331 — <i>Philosophy of Science</i></li> <li>➤ 347 — <i>Science and Christian Belief</i></li> <li>➤ 347 — <i>Environment &amp; Medical Ethics</i></li> </ul>	<p><b>Social Sciences</b> (Pre-Law, Business, Psych.):</p> <ul style="list-style-type: none"> <li>➤ 243 — <i>Introduction to Logic</i></li> <li>➤ 318 — <i>Philosophy of Law</i></li> <li>➤ 319 — <i>Political Philosophy</i></li> <li>➤ 328 — <i>Business Ethics</i></li> <li>➤ 341 — <i>Nature of Persons</i></li> <li>➤ 347 — <i>Feminist Philosophy</i></li> </ul>

### Major and Minor Programs

	I. Hours	II. Course requirements	III.
Regular Major (32)	4 2 8 4 6 <u>8</u> 32	101 — <i>Issues &amp; World Views</i> 243 — <i>Introduction to Logic</i> 311/312 — <i>History of Philosophy</i> Other 300-level courses Electives 400 level seminars (including one 4-hour Capstone course) <b>Total Semester Hours</b>	<p><b>Cluster Requirements:</b> At least one course is required from each of the following clusters:</p> <ul style="list-style-type: none"> <li>➤ <i>Values</i> <ul style="list-style-type: none"> <li>▪ 215, 216, 317, 318, 319, 328, 494-3</li> <li>▪ Approved 347,447 and 455 courses</li> </ul> </li> <li>➤ <i>Rationality</i> <ul style="list-style-type: none"> <li>▪ 244, 331, 494-1, 494-2, 494-4, 494-5</li> <li>▪ Approved 347,447 and 455 courses</li> </ul> </li> <li>➤ <i>Religion</i> <ul style="list-style-type: none"> <li>▪ 315, 316, 341, 494-1, 494-2, 494-4, 494-5</li> <li>▪ Approved 347,447 and 455 courses</li> </ul> </li> </ul> <p>Some courses fit under several clusters. Choose which cluster the course will fulfill.</p>
Integrative Major (24-16)	4 2 8 4 2-4 <u>2-4</u> 24	101 — <i>Issues &amp; World Views</i> 243 — <i>Introduction to Logic</i> 311/312 — <i>History of Philosophy</i> One 4-hour Capstone course (494) Bridge course in supporting field Electives <b>Total Semester Hours</b>	<p>Some courses fit under several clusters. Choose which cluster the course will fulfill.</p>
Minor (20)	4 2 8 <u>6</u> 20	101 — <i>Issues &amp; World Views</i> 243 — <i>Introduction to Logic</i> 311/312 — <i>History of Philosophy</i> Electives <b>Total Semester Hours</b>	12 of the 20 hours should be upper division courses.

# Integrative Philosophy Major

PHILOSOPHY CORE CURRICULUM: <i>PHIL 101, 243, 311-12 = 14 hrs</i>	PHILOSOPHY CAPSTONE: <i>PHIL 494s</i>
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16

+

24

<b>ART</b>	
<p>Required: 16 Hours From:</p> <p>ART 261x <i>Religion and Art in Asia</i>                      ART 302 <i>The Understanding of Art</i>                      ART 325 <i>Film Theory and Criticism</i>                      ART 329 <i>Community Art</i>                      ART 345x <i>Archeology of the Classical World</i>                      ART 352 <i>Medieval Art</i>                      ART 355 <i>Renaissance Art Survey</i>                      ART 356 <i>Renaissance Art</i>                      ART 366 <i>Baroque Art Survey</i>                      ART 367 <i>Baroque Art</i>                      ART 368 <i>Modern Art</i>                      ART 471 <i>Studies in Art History</i>                      ART 494 <i>Seminar</i></p> <p>Recommended: Supporting courses in Studio Art</p>	<p>Required:</p> <ol style="list-style-type: none"> <li>1) <b>CORE CURRICULUM (14 HOURS)</b>                          PHIL 101 <i>Issues &amp; World Views</i>                          PHIL 243 <i>Intro to Logic</i>                          PHIL 311 <i>History of Philosophy</i>                          PHIL 312 <i>History of Philosophy</i></li> <li>2) <b>BRIDGE: (2 or more hours</b> from the following)                          PHIL 216 <i>Philosophy of the Arts</i>                          PHIL 447 <i>Aesthetic Theory</i>                          PHIL 495 <i>Independent Study</i></li> <li>3) <b>CAPSTONE: 494</b></li> </ol> <p>Electives: 2 hours</p> <hr/> <p><i>Cluster Requirements:</i>                      One Course must fall into each of these 3 categories:                      1. Rationality    2. Religion    3. Values</p>
<b>BIBLE THEOLOGY</b>	
<p>Required: BITH 372 <i>Historical Theology</i>                      BITH 374 <i>Systematic Theology</i></p> <p>And 8 Hours From:</p> <p>BITH 371 <i>Biblical Interpretation and Hermeneutics</i>                      BITH 375 <i>Theological Ethics</i>                      BITH 381 <i>Spiritual Life</i>                      BITH 431 <i>O.T. Criticism</i>                      BITH 438 <i>Wisdom Literature</i>                      BITH 442 <i>O.T. Historiography</i>                      BITH 446 <i>O.T. Ethics</i>                      BITH 452 <i>N.T. Criticism</i>                      BITH 471 <i>Christology</i>                      BITH 472 <i>Christian Ethics</i>                      BITH 489 <i>Advanced Topics in Christian Thought</i>                      BITH 474 <i>Roman Catholic Theology</i>                      BITH 475 <i>Doctrine of Scripture</i></p>	<p>Required:</p> <ol style="list-style-type: none"> <li>1) <b>CORE CURRICULUM (14 HOURS)</b>                          PHIL 101 <i>Issues &amp; World Views</i>                          PHIL 243 <i>Intro to Logic</i>                          PHIL 311 <i>History of Philosophy</i>                          PHIL 312 <i>History of Philosophy</i></li> <li>2) <b>BRIDGE: (4 hours</b> from the following)                          PHIL 315 <i>Philosophy of Religion</i>                          PHIL 347 <i>Faith &amp; Reason</i>  <i>Philosophical Theology</i>  <i>Science &amp; Theology</i>                          PHIL 447 <i>Philosophical Hermeneutics</i>                          PHIL 455: with approval</li> <li>3) <b>CAPSTONE: RECOMMENDED</b>                          PHIL 494-2 <i>METAPHYSICS</i>                          PHIL 494-5 <i>CHRISTIANITY &amp; POSTMODERNISM</i></li> </ol> <p>Electives: 2 hours</p> <hr/> <p><i>Cluster Requirements:</i>                      One Course must fall into each of these 3 categories:                      1. Rationality    2. Religion    3. Values</p>

16	+	24
<b>WORLD RELIGIONS</b>		
<p>Required: RELI 321 <i>The Study of Religion</i></p> <p>And 12 hours from:</p> <p><i>Upper Division</i> courses: RELI 351-494</p>  <p>Recommended: PHIL 316 <i>Asian Philosophy</i></p>	<p>Required:</p> <ol style="list-style-type: none"> <li>1) <b>CORE CURRICULUM (14 HOURS)</b> PHIL 101 <i>Issues &amp; World Views</i> PHIL 243 <i>Intro to Logic</i> PHIL 311 <i>History of Philosophy</i> PHIL 312 <i>History of Philosophy</i></li> <li>2) <b>BRIDGE: (4 hours)</b> PHIL 315 <i>Philosophy of Religion</i></li> <li>3) <b>CAPSTONE: 494</b></li> </ol> <p>Electives: 2 hours</p> <hr/> <p><b>Cluster Requirements:</b> One Course must fall into each of these 3 categories: 1. Rationality    2. Religion    3. Values</p>	
<b>BIOLOGY</b>		
<p>Required: BIO 242</p> <p>And 12 hours from:</p> <p>BIO 303 <i>Contemporary Issues in Biology</i> BIO 314 <i>Issues in Environmental Science</i> BIO 315 <i>Special Topics in Biology for Gen. Ed.</i> BIO 316 <i>Populations and Evolution</i> BIO 319 <i>Environment Ethics</i> BIO 351 <i>General Ecology</i> BIO 358 <i>Techniques in Recombinant DNA</i> BIO 362 <i>Cell and Developmental Biology</i> BIO 364 <i>Microbiology and Immunology</i> BIO 374 <i>Bioinformatics</i> BIO 481 <i>Development of Biological Ideas</i></p>	<p>Required:</p> <ol style="list-style-type: none"> <li>1) <b>CORE CURRICULUM (14 HOURS)</b> PHIL 101 <i>Issues &amp; World Views</i> PHIL 243 <i>Intro to Logic</i> PHIL 311 <i>History of Philosophy</i> PHIL 312 <i>History of Philosophy</i></li> <li>2) <b>BRIDGE: (4 hours from the following)</b> PHIL 317 <i>Biomedical Ethics</i> PHIL 331 <i>Philosophy of Science</i> BIO 494 <i>Integrated Biologist</i></li> <li>3) <b>CAPSTONE: 494</b></li> </ol> <p>Electives: 2 hours</p> <hr/> <p><b>Cluster Requirements:</b> One Course must fall into each of these 3 categories: 1. Rationality    2. Religion    3. Values</p>	

<b>BUSINESS AND ECONOMICS</b>	
<p>Required: 447 <i>History of Economic Thought</i></p> <p>And 12 Hours From:</p> <p>B/EC 325 <i>Intermediate Macroeconomics</i> B/EC 326 <i>Intermediate Microeconomics</i> B/EC 342 <i>Principles of Management</i> B/EC 331 <i>International Business</i> B/EC 346 <i>Government Finance</i> B/EC 347 <i>Urban Economics</i> B/EC 365 <i>Economic Development and Growth</i> B/EC 366 <i>International Economics</i></p> <p style="text-align: right;"><i>Continued on next page</i></p>	<p>Required:</p> <p>1) <b>CORE CURRICULUM (14 HOURS)</b> PHIL 101 <i>Issues &amp; World Views</i> PHIL 243 <i>Intro to Logic</i> PHIL 311 <i>History of Philosophy</i> PHIL 312 <i>History of Philosophy</i></p> <p>2) <b>BRIDGE: (4 hours</b> from the following) PHIL 328 <i>Business Ethics</i> PHIL 331 <i>Philosophy of Science</i> PHIL 495 <i>Independent Study</i></p> <p>3) <b>CAPSTONE RECOMMENDED:</b> PHIL 494-3 <i>Ethical Theory</i></p> <p>Electives: 2 hours</p> <p style="text-align: right;"><i>Continued on next page</i></p>
<b>16</b>	<b>24</b>
<b>BUSINESS AND ECONOMICS</b> <i>continued</i>	
<p>Required:</p> <p>B/EC 372 <i>Environmental Economics</i> B/EC 375 <i>Econometrics for Business &amp; Economics</i> B/EC 421 <i>Organizational Psychology</i>, B/EC 448 <i>American Economic History</i> B/EC 452 <i>Business Law</i> B/EC 456 <i>Comparative Economic Systems</i> B/EC 457 <i>Public Policy</i> B/EC 494 <i>Seminar</i></p> <p>Recommended:</p> <p>PHIL 318 <i>Philosophy of Law</i> PHIL 331 <i>Philosophy of Science</i></p>	<p><i>Cluster Requirements:</i> One Course must fall into each of these 3 categories: 1. Rationality    2. Religion    3. Values</p>
<b>CHRISTIAN MINISTRY &amp; FORMATION</b>	
<p>Required:</p> <p>16 Hours From:</p> <p>CE 122 <i>Introduction to Educational Processes</i> CE 311 312 <i>Studies in Intercultural Education</i> CE 322 <i>Human Development and Ministry</i> CE 323 <i>Dynamics of Spiritual Growth</i> CE 421 <i>History and Philosophy of Christian Education</i> CE 422 <i>Curriculum and Instruction</i> CE 423 <i>Non-Formal Education</i> CE 459 <i>Advanced Study in Christian Education</i></p> <p>Recommended:</p> <p>PHIL 494-3 <i>Ethical Theory</i></p>	<p>Required:</p> <p>1) <b>CORE CURRICULUM (14 HOURS)</b> PHIL 101 <i>Issues &amp; World Views</i> PHIL 243 <i>Intro to Logic</i> PHIL 311 <i>History of Philosophy</i> PHIL 312 <i>History of Philosophy</i></p> <p>2) <b>BRIDGE: (4 hours</b> from the following) PHIL 341x <i>Nature of Persons</i> PHIL 447 <i>Contemporary Virtue Ethics</i></p> <p>3) <b>CAPSTONE:</b> 494</p> <p>Electives: 2 hours</p> <p><i>Cluster Requirements:</i> One Course must fall into each of these 3 categories: 1. Rationality    2. Religion    3. Values</p>

<b>COMMUNICATIONS</b>	
<p>Required: COMM 302 <i>Rhetorical Theory</i></p> <p>And 12 Hours From:</p> <p>COMM 252 <i>Argumentation and Debate</i> COMM 253 <i>Language, Influence, &amp; Culture</i> COMM 341 <i>Media Studies</i> COMM 363 <i>Persuasion</i> COMM 376 <i>Church and Theater</i> COMM 402 <i>Communication Criticism</i> COMM 424 <i>Special Topics in Communication</i> COMM 454 <i>Special Topics in Rhetoric &amp; Culture</i> COMM 461 <i>Organizational Communication</i></p> <p>Recommended: Supporting performance course</p>	<p>Required:</p> <ol style="list-style-type: none"> <li>1) <b>CORE CURRICULUM (14 HOURS)</b> PHIL 101 <i>Issues &amp; World Views</i> PHIL 243 <i>Intro to Logic</i> PHIL 311 <i>History of Philosophy</i> PHIL 312 <i>History of Philosophy</i></li> <li>2) <b>BRIDGE: (4 hours</b> from the following) PHIL 215 <i>Contemporary Moral Problems</i> PHIL 216 <i>Philosophy of the Arts</i> PHIL 496 <i>Internship</i></li> <li>3) <b>CAPSTONE RECOMMENDED:</b> PHIL 494-3 <i>Ethical Theory</i></li> </ol> <p>Electives: 2 hours</p> <hr/> <p><b>Cluster Requirements:</b> One Course must fall into each of these 3 categories: 1. Rationality    2. Religion    3. Values</p>
<b>16</b>	<b>24</b>
<b>ENGLISH LITERATURE</b>	
<p>Required: ENGL 434 <i>Modern Literary Theory</i></p> <p>And 12 Hours From:</p> <p>ENGL 215 <i>Classical and Early British Literature</i> ENGL 216 <i>British Literature, Seventeenth to Twentieth Century</i> ENGL 331 <i>Medieval Literature</i> ENGL 334 <i>Shakespeare</i> ENGL 335 <i>Studies in Literary Genre</i> ENGL 336 <i>The English Renaissance</i> ENGL 337 <i>Seventeenth-Century Eng. Lit.</i> ENGL 341 <i>Am. Lit. from Beginning through Romanticism</i> ENGL 342 <i>Am. Lit.: Realism and Modernism</i> ENGL 343 <i>Am. Lit. Modernism and Beyond</i> ENGL 348 <i>Selected Am. Authors</i> ENGL 349 <i>African-Am. Lit.</i> ENGL 355 <i>The Romantic Period</i> ENGL 353 <i>Restoration &amp; Eighteenth -Century Literature</i> ENGL 361 <i>Victorian Lit.</i> ENGL 364 <i>Modern British Lit</i> ENGL 371 <i>Modern European Lit.</i> ENGL 373 <i>Literature of the Bible</i> ENGL 375 <i>Women Writers</i> ENGL 431 <i>Modern Mythology</i> ENGL 433 <i>Varied Literary Topics</i> ENGL 435 <i>History of Literary Criticism</i> ENGL 441x <i>Christian Faith and Advanced Study</i> ENGL 494 <i>Senior Seminar</i></p>	<p>Required:</p> <ol style="list-style-type: none"> <li>1) <b>CORE CURRICULUM (14 HOURS)</b> PHIL 101 <i>Issues &amp; World Views</i> PHIL 243 <i>Intro to Logic</i> PHIL 311 <i>History of Philosophy</i> PHIL 312 <i>History of Philosophy</i></li> <li>2) <b>BRIDGE: (4 hours</b> from the following) PHIL 347 <i>Topics in Philosophy (with approval)</i> PHIL 447 <i>Advanced Topics in Philosophy (with approval)</i> PHIL 455 <i>Historical Seminar (with approval)</i> PHIL 495 <i>Independent Study (with approval)</i></li> <li>3) <b>CAPSTONE: 494</b></li> </ol> <p>Electives: 2 hours</p> <hr/> <p><b>Cluster Requirements:</b> One Course must fall into each of these 3 categories: 1. Rationality    2. Religion    3. Values</p>

**FOREIGN LANGUAGE (MODERN)**

Required:

16 Hours From:

*French:*FREN 334 *Culture & Communications*FREN 335 *French Civilization & Culture*FREN 346 *Masterpieces of French Literature to 1800*FREN 347 *Masterpieces of French Literature 1800 to Present*FREN 439 *Topics in French Language & Literature*FREN 489 *Topics in France**Continued on next page*

Required:

1) **CORE CURRICULUM (14 HOURS)**PHIL 101 *Issues & World Views*PHIL 243 *Intro to Logic*PHIL 311 *History of Philosophy*PHIL 312 *History of Philosophy*2) **BRIDGE: (4 hours** from the following)PHIL 216 *Philosophy of the Arts*PHIL 341x *Nature of Persons*PHIL 347 *Topics in Philosophy (with approval)*PHIL 447 *Advanced Topics in Philosophy (with approval)*PHIL 495 *Independent Study*3) **CAPSTONE: 494**

Electives: 2 hours

**Cluster Requirements:**

One Course must fall into each of these 3 categories:

1. Rationality
2. Religion
3. Values

16	+	24
<b>FOREIGN LANGUAGE (MODERN) CONTINUED</b>		
<p>Required:</p> <p><b>IV. German</b></p> <p>GERM 334 <i>Culture &amp; Communication</i></p> <p>GERM 335 <i>German Civilization &amp; Culture</i></p> <p>GERM 344 <i>Masterpieces of German Literature to 1850</i></p> <p>GERM 345 <i>Masterpieces of German Literature 1850-1980</i></p> <p>GERM 437 <i>Topics in German Language &amp; Literature</i></p> <p>GERM 489 <i>Special Topics</i></p> <p><b>Spanish</b></p> <p>SPAN 334 <i>Spanish Civilization &amp; Culture</i></p> <p>SPAN 335 <i>Spanish American Culture &amp; Civilization</i></p> <p>SPAN 336 <i>Survey of Spanish Literature</i></p> <p>SPAN 337 <i>Survey of Spanish American Literature</i></p> <p>SPAN 439 <i>Topics in Spanish Language &amp; Hispanic Literature &amp; Culture</i></p> <p>SPAN 489 <i>Topics in Hispanic Culture</i></p>	<p>Required:</p> <p>1) <b>CORE CURRICULUM (14 Hours)</b></p> <p>PHIL 101 <i>Issues &amp; World Views</i></p> <p>PHIL 243 <i>Intro to Logic</i></p> <p>PHIL 311 <i>History of Philosophy</i></p> <p>PHIL 312 <i>History of Philosophy</i></p> <p>2) <b>BRIDGE: (4 hours)</b> from the following)</p> <p>PHIL 216 <i>Philosophy of the Arts</i></p> <p>PHIL 347 <i>Topics in Philosophy (with approval)</i></p> <p>PHIL 447 <i>Advanced Topics in Philosophy (with approval)</i></p> <p>PHIL 341x <i>Nature of Persons</i></p> <p>PHIL 495 <i>Independent Study</i></p> <p>3) <b>CAPSTONE: 494</b></p> <p>Electives: 2 hours</p> <hr/> <p><b>Cluster Requirements:</b></p> <p>One Course must fall into each of these 3 categories:</p> <p>1. Rationality    2. Religion    3. Values</p>	
<b>ANCIENT LANGUAGES</b>		
<p>Required:</p> <p>LING 321 <i>Introduction to Linguistic Science</i></p> <p>And 14 Hours From: <i>Greek</i> (Classical or Koine), <i>Hebrew</i>, or <i>Latin LITERATURE</i> courses</p>	<p>Required:</p> <p>1) <b>CORE CURRICULUM (14 Hours)</b></p> <p>PHIL 101 <i>Issues &amp; World Views</i></p> <p>PHIL 243 <i>Intro to Logic</i></p> <p>PHIL 311 <i>History of Philosophy</i></p> <p>PHIL 312 <i>History of Philosophy</i></p> <p>2) <b>BRIDGE: (4 hours)</b> from the following)</p> <p>PHIL 347 <i>Topics in Philosophy (with approval)</i></p> <p>PHIL 447 <i>Advanced Topics in Philosophy (with approval)</i></p> <p>PHIL 455 <i>Historical Seminar (with approved)</i></p> <p>3) <b>CAPSTONE: 494</b></p> <p>Electives: 2 hours</p> <hr/> <p><b>Cluster Requirements:</b></p> <p>One Course must fall into each of these 3 categories:</p> <p>1. Rationality    2. Religion    3. Values</p>	

16	+	24
<b>HISTORY</b>		
<p>Required: HIST 494 <i>Christianity and Historical Study</i></p> <p>And 14 hours from: <i>Upper Division</i> courses: HIST 305-491</p> <p>Recommended: HIST 295 <i>Introduction to Historical Inquiry</i></p>	<p>Required:</p> <ol style="list-style-type: none"> <li>1) <b>CORE CURRICULUM (14 Hours)</b> PHIL 101 <i>Issues &amp; World Views</i> PHIL 243 <i>Intro to Logic</i> PHIL 311 <i>History of Philosophy</i> PHIL 312 <i>History of Philosophy</i></li> <li>2) <b>BRIDGE: (4 hours)</b> from the following PHIL 455 <i>Historical Seminar(s)</i></li> <li>3) <b>CAPSTONE:</b> 494</li> </ol> <p>Electives: 2 hours</p> <hr/> <p><i>Cluster Requirements:</i> One Course must fall into each of these 3 categories: 1. Rationality    2. Religion    3. Values</p>	
<b>MATHEMATICS</b>		
<p>Required: MATH 494 <i>History and Foundations of Mathematics</i></p> <p>And 12 Hours From:</p> <p>MATH 232 <i>Calculus II</i> MATH 243 <i>Discrete Mathematics</i> MATH 255 <i>Linear Algebra and Differential Equations</i> MATH 331 <i>Vector Calculus</i> MATH 341 <i>Modern Algebra</i> MATH 351 <i>Analysis I</i> MATH 361 <i>Numerical Analysis</i> MATH 362 <i>Geometry</i> MATH 363 <i>Probability and Statistics I</i> MATH 364 <i>Mathematical Modeling</i></p>	<p>Required:</p> <ol style="list-style-type: none"> <li>1) <b>CORE CURRICULUM (14 Hours)</b> PHIL 101 <i>Issues &amp; World Views</i> PHIL 243 <i>Intro to Logic</i> PHIL 311 <i>History of Philosophy</i> PHIL 312 <i>History of Philosophy</i></li> <li>2) <b>BRIDGE: (4 hours)</b> PHIL 331 <i>Philosophy of Science</i></li> <li>3) <b>CAPSTONE:</b> 494</li> </ol> <hr/> <p><i>Cluster Requirements:</i> One Course must fall into each of these 3 categories: 1. Rationality    2. Religion    3. Values</p>	
<b>COMPUTER SCIENCE</b>		
<p>Required: CSCI 375 <i>Artificial Intelligence</i> CSCI 494 <i>Social Ethical Issues in Computing</i></p> <p>And 12 Hours From:</p> <p>CSCI 241 <i>Introduction to Problem Solving and Programming</i> CSCI 345 <i>Information Structures</i> CSCI 355 <i>Computer Systems and Computer Organization</i> CSCI 365 <i>Programming Language Concepts</i> CSCI 394 <i>Seminar</i> CSCI 445 <i>Analysis of Algorithms</i> CSCI 455 <i>Operating Systems</i></p> <p>Recommended: PSYH 371 <i>Cognition</i></p>	<p>Required:</p> <ol style="list-style-type: none"> <li>1) <b>CORE CURRICULUM (14 Hours)</b> PHIL 101 <i>Issues &amp; World Views</i> PHIL 243 <i>Intro to Logic</i> PHIL 311 <i>History of Philosophy</i> PHIL 312 <i>History of Philosophy</i></li> <li>2) <b>BRIDGE: (4 hours)</b> PHIL 331 <i>Philosophy of Science</i></li> <li>3) <b>CAPSTONE:</b> 494</li> </ol> <hr/> <p><i>Cluster Requirements:</i> One Course must fall into each of these 3 categories: 1. Rationality    2. Religion    3. Values</p>	

16	+	24
<b>PHYSICS</b>		
<p>Required:</p> <p>PHYS 301 <i>Origins of Modern Science</i></p> <p>PHYS 302 <i>Ideas of Modern Science</i></p> <p>PHYS 303 <i>Ideas of Quantum Mechanics</i></p> <p>And 10 Hours From:</p> <p>PHYS 222 <i>General Physics</i></p> <p>PHYS 232 <i>Classical Physics</i></p> <p>PHYS 315 <i>Topics in Physical Science</i></p> <p>PHYS 333 <i>Modern Physics</i></p> <p>PHYS 341 <i>Analytical Mechanics</i></p> <p>PHYS 342 <i>Electromagnetic Theory</i></p> <p>PHYS 344 <i>Quantum Mechanics</i></p> <p>PHYS 352 <i>Thermodynamics</i></p> <p>V. PHYS 365 <i>Mathematical Physics</i></p> <p>PHYS 494 <i>Seminar</i></p>	<p>Required:</p> <p>1) <b>CORE CURRICULUM (14 Hours)</b></p> <p>PHIL 101 <i>Issues &amp; World Views</i></p> <p>PHIL 243 <i>Intro to Logic</i></p> <p>PHIL 311 <i>History of Philosophy</i></p> <p>PHIL 312 <i>History of Philosophy</i></p> <p>2) <b>BRIDGE: (4 hours)</b></p> <p>PHIL 331 <i>Philosophy of Science</i></p> <p>3) <b>CAPSTONE: 494</b></p> <p>Electives: 2 hours</p> <hr/> <p><b>Cluster Requirements:</b></p> <p>One Course must fall into each of these 3 categories:</p> <p>1. Rationality    2. Religion    3. Values</p>	
<b>POLITICAL SCIENCE</b>		
<p>Required:</p> <p>PSCI 346 <i>Ancient and Medieval Political Thought</i>;</p> <p>PSCI 347 <i>Renaissance and Modern Political Philosophy</i></p> <p>PSCI 348 <i>American Political Thought</i></p> <p>And 6 Hours From:</p> <p>PSCI 341 <i>Topics in Political Theory</i></p> <p>PSCI 342 <i>Research Methodology</i></p> <p>PSCI 349 <i>Christian Political Thought</i></p> <p>PSCI 381 <i>Constitutional Law</i></p> <p>PSCI 383 <i>Religion and American Politics</i></p> <p>PSCI 385 <i>Urban Politics</i></p> <p>PSCI 388 <i>Church-State Relations</i></p> <p>PSCI 421x <i>Urban Policy Seminar</i></p> <p>PSCI 494 <i>Seminar</i></p>	<p>Required:</p> <p>1) <b>CORE CURRICULUM (14 Hours)</b></p> <p>PHIL 101 <i>Issues &amp; World Views</i></p> <p>PHIL 243 <i>Intro to Logic</i></p> <p>PHIL 311 <i>History of Philosophy</i></p> <p>PHIL 312 <i>History of Philosophy</i></p> <p>2) <b>BRIDGE: (4 hours from the following)</b></p> <p>PHIL 318 <i>Philosophy of Law</i></p> <p>PHIL 319 <i>Political Philosophy</i></p> <p>PHIL 455 <i>Historical Seminar (with approval)</i></p> <p>4) <b>CAPSTONE: RECOMMENDED</b></p> <p>PHIL 494-3 <i>Ethical Theory</i></p> <p>PHIL 494-4 <i>Pragmatism</i></p> <p>Electives: 2 hours</p> <hr/> <p><b>Cluster Requirements:</b></p> <p>One Course must fall into each of these 3 categories:</p> <p>1. Rationality    2. Religion    3. Values</p>	

16	+	24
<b>INTERNATIONAL RELATIONS</b>		
<p>Required:</p> <p><i>IR 376 Ethics &amp; Foreign Policy</i></p> <p>And 14 Hours From:</p> <p><i>IR 342x Research Methodology</i>  <i>IR 353 Comparative Public Policy</i>  <i>IR 365X Economic Development &amp; Growth</i>  <i>IR 366X International Economics</i>  <i>IR 372 International Law</i>  <i>IR 378 U.S. Foreign Policy</i>  <i>IR 494 Senior Seminar</i>  <i>PSCI 348 American Political Thought</i>  <i>PSCI 381 Constitutional Law</i>  <i>PSCI 383 Religion and American Politics</i>  <i>PSCI 385 Urban Politics</i>  <i>PSCI 388 Church-State Relations</i></p>	<p>Required:</p> <p>1) <b>CORE CURRICULUM (14 HOURS)</b>  <i>PHIL 101 Issues &amp; World Views</i>  <i>PHIL 243 Intro to Logic</i>  <i>PHIL 311 History of Philosophy</i>  <i>PHIL 312 History of Philosophy</i></p> <p>2) <b>BRIDGE: (4 hours)</b> from the following  <i>PHIL 318 Philosophy of Law</i>  <i>PHIL 319 Political Philosophy</i></p> <p>3) <b>CAPSTONE: RECOMMENDED</b>  <i>PHIL 494-3 Ethical Theory</i></p> <p>Electives: 2 hours</p> <hr/> <p><b>Cluster Requirements:</b>  One Course must fall into each of these 3 categories:  1. Rationality    2. Religion    3. Values</p>	
<b>PSYCHOLOGY</b>		
<p>Required:</p> <p><i>PSYCH 397 Psychology of Morality</i>  <i>PSYCH 473 Psychology of Religion</i>  <i>PSYCH 475 History of Psychology</i></p> <p>And 10 Hours From:</p> <p><i>PSYCH 235 Cross-Cultural Psychology</i>  <i>PSYCH 241 Social Psychology</i>  <i>PSYCH 317 Developmental Psychology</i>  <i>PSYCH 342 Learning and Motivation</i>  <i>PSYCH 344 Physiological Psychology</i>  <i>PSYCH 348 Abnormal Psychology</i>  <i>PSYCH 352 Contemporary Clinical Psychology</i>  <i>PSYCH 371 Cognition</i>  <i>PSYCH 372 Sensation and Perception</i>  <i>PSYCH 431 Advanced Developmental Psychology</i>  <i>PSYCH 441 Psychology of the Family</i>  <i>PSYCH 472 Psychology and Contemporary Mysticism</i>  <i>PSYCH 494 Senior Capstone Personality Psychology</i></p>	<p>Required:</p> <p>1) <b>CORE CURRICULUM (14 HOURS)</b>  <i>PHIL 101 Issues &amp; World Views</i>  <i>PHIL 243 Intro to Logic</i>  <i>PHIL 311 History of Philosophy</i>  <i>PHIL 312 History of Philosophy</i></p> <p>2) <b>BRIDGE: (4 hours)</b> from the following  <i>PHIL 331 Philosophy of Science</i>  <i>PHIL 341x Nature of Persons</i>  <i>PHIL 496 Internship</i></p> <p>3) <b>CAPSTONE: RECOMMENDED</b>  <i>PHIL 494-1 Epistemology</i></p> <p>Electives: 2 hours</p> <hr/> <p><b>Cluster Requirements:</b>  One Course must fall into each of these 3 categories:  1. Rationality    2. Religion    3. Values</p>	

16	+	24
<b>SOCIOLOGY</b>		
<p>Required: SOC 376 <i>Sociological Theory</i></p> <p>And 12 Hours From:</p> <p>SOC 257 <i>Gender Roles</i> SOC 337 <i>Racial and Ethnic Relations</i> SOC 352 <i>Demography and Related Issues</i> SOC 355 <i>Social Class &amp; Inequality</i> SOC 356 <i>Family</i> SOC 364 <i>Urban Sociology</i> SOC 366 <i>Sociology of Religion</i> SOC 367 <i>Crime and Delinquency</i> SOC 385 <i>Social Change</i> SOC 469 <i>Social and Political Movements</i> SOC 427 <i>Organizational Management</i></p>	<p>Required:</p> <ol style="list-style-type: none"> <li>1) <b>CORE CURRICULUM (14 Hours)</b> PHIL 101 <i>Issues &amp; World Views</i> PHIL 243 <i>Intro to Logic</i> PHIL 311 <i>History of Philosophy</i> PHIL 312 <i>History of Philosophy</i></li> <li>2) <b>BRIDGE: (4 hours)</b> from the following) PHIL 318 <i>Philosophy of Law</i> PHIL 319 <i>Political Philosophy</i> PHIL 331 <i>Philosophy of Science</i> PHIL 341x <i>Nature of Persons</i> PHIL 347 <i>Feminist Philosophy</i></li> <li>3) <b>CAPSTONE: RECOMMENDED</b> PHIL 494-5 <i>Christianity &amp; Postmodernism</i></li> </ol> <p>Electives: 2 hours</p> <hr/> <p><i>Cluster Requirements:</i> One Course must fall into each of these 3 categories: 1. Rationality    2. Religion    3. Values</p>	
<b>ANTHROPOLOGY</b>		
<p>Required: ANTH 376 <i>Culture Theory</i></p> <p>And 12 Hours From:</p> <p>HNGR 112 <i>Third World Issues</i> ANTH 222 <i>Anthropology and Film</i> ANTH 224 <i>Anthropology of Religion</i> ANTH 247 <i>Worlds of Humanity</i> ANTH 335 <i>Cross-Cultural Ethics</i> ANTH 353 <i>Biculturalism</i> ANTH 355 <i>Human Origins</i> ANTH 362 <i>Globalization</i> ANTH 494 <i>Senior Capstone</i></p>	<p>Required:</p> <ol style="list-style-type: none"> <li>1) <b>CORE CURRICULUM (14 Hours)</b> PHIL 101 <i>Issues &amp; World Views</i> PHIL 243 <i>Intro to Logic</i> PHIL 311 <i>History of Philosophy</i> PHIL 312 <i>History of Philosophy</i></li> <li>2) <b>BRIDGE: (4 hours)</b> from the following) PHIL 331 <i>Philosophy of Science</i> PHIL 341x <i>Nature of Persons</i></li> <li>3) <b>CAPSTONE: RECOMMENDED</b> PHIL 494-3 <i>Ethical Theory</i></li> </ol> <p>Electives: 2 hours</p> <hr/> <p><i>Cluster Requirements:</i> One Course must fall into each of these 3 categories: 1. Rationality    2. Religion    3. Values</p>	

16	+	24
<b>MUSIC HISTORY (CONTEXT STUDIES)</b>		
<p>Required:</p> <p>16 hours from:</p> <p>MUCS 261 <i>Music before 1600</i></p> <p>MUCS 262 <i>Baroque and Classical Music Eras</i></p> <p>MUCS 263 <i>19th Century Music</i></p> <p>MUCS 264 <i>World Music</i></p> <p>MUCS 323 <i>Piano Literature</i></p> <p>MUCS 324 <i>Art Song Literature</i></p> <p>MUCS 325 <i>Organ Literature</i></p> <p>MUCS 326 <i>Solo String Literature</i></p> <p>MUCS 361 <i>20th Century Music</i></p> <p>MUCS 421 <i>Chamber Literature</i></p> <p>MUCS 422 <i>Choral Literature</i></p> <p>MUCS 424 <i>Opera Literature</i></p> <p>MUCS 425 <i>Symphonic Literature</i></p> <p>MUCS 426 <i>Church Music Practicum</i></p>	<p>Required:</p> <p>1) <b>CORE CURRICULUM (14 Hours)</b></p> <p>PHIL 101 <i>Issues &amp; World Views</i></p> <p>PHIL 243 <i>Intro to Logic</i></p> <p>PHIL 311 <i>History of Philosophy</i></p> <p>PHIL 312 <i>History of Philosophy</i></p> <p>2) <b>BRIDGE: (2 or more hours from the following)</b></p> <p>PHIL 216 <i>Philosophy of the Arts</i></p> <p>PHIL 447 <i>Aesthetic Theory</i></p> <p>PHIL 495 <i>Independent Study</i></p> <p>3) <b>CAPSTONE: 494</b></p> <p>Electives: 2 hours</p> <hr/> <p><i>Cluster Requirements:</i></p> <p>One Course must fall into each of these 3 categories:</p> <p>1. Rationality    2. Religion    3. Values</p>	

**Interdisciplinary** proposals may also be considered on an individual basis

FEBRUARY 13, 2004

# ADVISING

Each philosophy major is assigned to a faculty advisor within the department, who will work with you and try to guide your development. But you must take the initiative in making appointments.

Remember, advisors are not just for signing registration forms. In fact they will not sign them without time to ask how you are doing academically, spiritually or otherwise. And they stand ready to discuss career options as well. *To prepare for a registration appointment, fill out a check list and bring it to your advisor.*

Group advising sessions are held each semester to discuss general questions about curriculum, career preparation, grad school applications, etc. Watch for these announcements.

When you declare a philosophy major, you will be asked to complete a questionnaire about your goals. This provides a basis for guiding your course selections and monitoring your progress. In your junior year you will be asked to assess your own progress towards your goals in preparation for registering for your final year, and for better defining career goals.

# POLICY ON INDEPENDENT STUDY

1. To enroll in Philosophy 495, the student should first secure an *instructor's agreement* for work on a specific topic. If the instructor has too heavy a load, or if someone else can better handle the topic, the student may be referred to another teacher.
2. By the end of the first week of the term, and after discussing his/her program of studies with the teacher, the student should submit for the teacher's approval a *prospectus* of the term's work. This should include a clear statement of (1) topic and objectives, (2) outline of subtopics or steps in the study, (3) a calendar for completion of each subtopic or step, (4) a bibliography of pertinent writings, (5) indication of what writing will be done and by what deadlines.
3. The student should then arrange *regular meetings* with the teacher, minimally each two weeks. The student is responsible for making these appointments, for keeping them, and for completing each stage of the work on time.
4. A 495 Independent Study may not substitute for a required 400-level course without special permission.

**STATEMENT ON PLAGIARISM**  
**Department of Philosophy**

In a Christian academic community deeply committed to intellectual honesty, cheating and plagiarism are matters of serious concern. Students often express confusion about the concept of plagiarism. “After all, nothing is really original! And you can’t footnote everything!” But we must avoid intellectual dishonesty. Merely ask yourself whether a reader could reasonably conclude that the ideas contained in your paper originated with you. If so, yet the ideas are really not yours, then correct the misleading impression by citing sources.

Plagiarism can take several forms: the Straight Verbatim Lift, the Synonym Swap, and Idea Theft. Let us look at examples:

Original text: “Philosophy is, ideally, a completely nondogmatic subject. Nothing is accepted merely on authority, no matter how reputable.” “from William Hasker, **Metaphysics**, p. 20)

1. Straight Verbatim Lift

“Philosophy is open-minded, because philosophy is, ideally, a completely nondogmatic subject. Nothing is accepted merely on authority.” (no footnote)

2. Synonym Swap

“Philosophy is, ideally, a totally nondogmatic discipline.”

3. Idea Theft

“Philosophy accepts nothing merely on legal, expert, or religious authority.” (see Hasker, pp. 20 - 22 for original)

Idea theft is the hardest area of plagiarism to understand. By analogy, consider patented inventions. An invention is really just another person’s IDEA. Thus, it is his property making him its owner in all situations regardless of whether money is involved. To take another’s ideas as your own and to pass them off as such without acknowledgment is to steal his ideas, even if you use different wording.

When ideas seem to be part of common knowledge to educated people in the discipline, no acknowledgment needs to be given (*eg.*, “Utilitarianism advocates promoting the greatest good for the greatest number.”) When ideas seem to be somewhat less a matter of common knowledge, or when they definitely are the creation of the author, citation must be given.

Plagiarism, like cheating, will result in a grade of F. Keep records of your research and earlier drafts to make available should a question ever arise regarding the authenticity of your work.

We hope this will be of use to you. Please consult your professor if you have any questions, and do so before the paper is due.

## INTERNSHIPS

Philosophy exercised in the world gains in vitality, and enlarges a person's capacity to understand and serve. An internship in philosophy can prevent the isolation of study from life; it will sharpen your perception of assumptions, stimulate theoretical imagination, force a new clarity of thought and speech, pose ethical problems and provide opportunity for service to others. It will build a bridge into a possible career.

### Setting

Any of a wide variety of work situations will do -- teaching assistant, librarian, assistant pastor, bank teller, hospital orderly, salesperson, rescue-mission worker, soldier. There is no need to key the job to particular vocational plans, for this is not a professional internship. Neither does the internship call for a cooperating supervisor on the scene. A student who works while attending school can do one, and the program is also suited to a summer or semester off. Consider doing a HNGR or Urban Studies Internship for Philosophy credit.

### I. *Prerequisites*

The internship is designed for the seasoned philosophy major, and demands a significant level of philosophical ability.

1. Completion of 16 hours in philosophy, including History of Philosophy 311, 312.
2. An area course connected with the job: Ethics, Law and Society, Bioethics, Business Ethics, Philosophy of Religion, Philosophy of Natural Science, Oriental Philosophies, etc.
3. Some familiarity with the journal style through reading Augustine, Kierkegaard, Marcel, or Thoreau, etc.

### II. *Credit*

1. Normally two hours; four in special cases.
2. Two hours may count towards the 32 hour major, or towards the 16 hours in the 24 + 16 major program, but may not substitute for a required 400 - level course.
3. Nor more than 4 hours of internship and similar courses are allowed within the required hours of a philosophy major.

### III. *Requirements*

A. A minimum of 80 clock-hours of work experience is required in a 2 hour internship in a job.

B. *Keep a critical journal.* The aim is twofold:

- 1) Identify and analyze practices and *issues with ethical or other philosophical import.*
- 2) Address those practices and issues theoretically and practically, descriptively and critically. Descriptions serve as springboards for *critical reflection* about underlying assumptions and theories. In a church setting, the slow death of a parishioner could call you to wrestle with the problem of evil. In library setting the classification of a book as psychology rather than religion could stimulate inquiry into the differences. Management policies might reveal assumptions about the nature of persons which need critical scrutiny. Record what you see, what your assessment is, and what could be done about it. The critical writing may be aphoristic or more structured.
- 3) *Required readings* chosen with the help of the teacher should then be reviewed in the journal and brought to bear on your other observations. If done properly, the journal demands and reflects the thorough use of philosophical resources.

Here is a possible journal outline and a sample list of topics for philosophical treatment:

- |                                                                                                                                                                    |                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Critical Reflections on Formal Conventions<br>the structure of the job, stated rules,<br>organizational content, sanctions<br>vacations, floor plans, uniforms, | <i>e.g.</i> , factory worker, seniority,<br>union stewards, shifts,<br>wage scales                                                                 |
| 2. Critical Reflections on Informal Conventions<br>those practices not covered by formal rules,<br>unstated norms, an insider's perspective                        | Friday afternoon sloth,<br>favoritism, cliques                                                                                                     |
| 3. Critical Reflections on Conversations<br>favorite topics, taboos,<br>standard arguments, cliches<br>benefits, politics, religion                                | sports, racism, child<br>psychology, retirement                                                                                                    |
| 4. Critical Reflections on Teaching and Ministry<br>ways in which Christian liberal arts<br>perspectives and values are put into<br>action in this context         | Socratic approaches; mini-<br>lectures; dialog, response to<br>questions; friendship for a<br>loner; sacrificial honesty, etc.                     |
| 5. Critical Reflections on Selected Readings<br><br>literature helpful in addressing the<br>issues raised above: justice in the<br>work place, etc.                | <b>Of Time, Work and Leisure</b> by<br>deGrazia; <b>Working</b> by Terkel;<br><b>Understanding Arguments</b> by<br>Fogelin; <b>Capital</b> by Marx |

C. *Research the philosophical literature on your topic.*

D. After the journal is closed, *write a traditional philosophical essay* that addresses a topic generated in the course of the practicum. While the journal serves to bring philosophical concepts and skills to bear on life and work, the paper can reveal how life and work inform philosophy. The paper is written in light of what has been seen and done, after reflection and reading outside the work situation.

#### IV. Procedure

1. *In advance of the actual internship*, discuss with a teacher what you expect to do, and formulate your plans.
2. *Submit a written proposal* for approval on the application form provided by the Registrar's Office, before the experience begins, and before you register for Phil. 496.
3. On completion of the internship experience, discuss your *journal* with your teacher and pursue *readings* on the issues raised. Then go to work on the required *essay*. All work must be completed by the end of the term for which you registered for the 496.

## THE STUDENT AND THE SCHOLARLY LIFE

### VI. Undergraduate Journals (located in the Philosophy Department)

- A. *Aporia: A Student Journal of Philosophy*. Submission information can be found in the back of the journal. Submissions are due early January, and should be sent to:

*Aporia: A Student Journal of Philosophy*  
3196 JKHB Brigham Young University  
Provo, UT 84602

Inquiries: Phone: 801-378-2721, Fax: 801-378-8120  
E-mail: [aporia@byu.edu](mailto:aporia@byu.edu)  
Website: <http://humanities.byu.edu/phil/aporia/index.htm>

- B. *Dialogue: Journal of Phi Sigma Tau*. *Dialogue* appears in October and April. Submission information can be found on the inside front cover. Submissions should be sent to:

Dr. Daniel Primožic  
Department of Philosophy  
Elmhurst College  
190 Prospect Avenue  
Elmhurst, IL 60126-3296

- C. *Episteme: A Journal of Undergraduate Philosophy*. Submission information found on the inside of back cover. Submissions should be sent by February 1 to:

Editor  
**Episteme**  
Department of Philosophy  
Denison University  
Granville, OH 43023

- D. *Stoa: International Undergraduate Journal of Philosophy*. *Stoa* publishes semi-annually. Submission information found on the inside back cover. Submissions should be sent to:

Executive Director  
The Center for Philosophical Education  
Department of Philosophy – SBCC  
721 Cliff Drive, Santa Barbara, CA 93109-2394

Inquiries: Phone: 805-963-0581, x2476; Fax: 805-963-7222  
E-mail: [white@sbcc.net](mailto:white@sbcc.net)

VII. Undergraduate Conferences — Look for notices posted in Philosophy Department  
For a comprehensive listing of undergraduate journals and conferences visit this website:

**[www.earlham.edu/~phil/undjour.htm](http://www.earlham.edu/~phil/undjour.htm)**

If interested in GRADUATE student conferences: <http://www.calendars.net:8194/philgrad>

A. Local conference to note: AUGUSTANA COLLEGE:  
Submissions are due February 1 and should be sent to:

Professor James Shelley  
Department of Philosophy  
Augustana College  
Rock Island, IL 61201

Or e-mail (as an attachment) to: [plshelley@augustana.edu](mailto:plshelley@augustana.edu)

B. Wheaton College — PHILOSOPHICUM COLLIGUIUM. A philosophy club that serves as another forum for students to philosophize by way of presentations and discussion.  
([link here](#))

C. University of Notre Dame — PEW YOUNGER SCHOLARS PROGRAM. Submission deadline mid-March. For more information regarding summer seminars contact Dr. Ashley Woodiwiss in the Politics and International Relations Department.

Stipend: **\$750**

Travel allowance: up to \$350

Accommodations and meals provided on-campus

VIII. Writing and Research

A. Awards and Contests

1. R.E. LEE PRIZE: Submission deadline March 31. For more information stop by the Philosophy Department or visit our website: [www.wheaton.edu/philosophy/news.html](http://www.wheaton.edu/philosophy/news.html)

1<sup>st</sup> Place: **\$2,500**      2<sup>nd</sup> Place: **\$1,500**      3<sup>rd</sup> Place: **\$1,000**

2. JAMESON CRITICAL ESSAY CONTEST: Submission deadline: beginning of April. For more information contact Dr. Jeffrey Davis or stop by the English Department.

	<u>1<sup>st</sup> Place</u>	<u>2<sup>nd</sup> Place</u>	<u>3<sup>rd</sup> Place</u>
Upper-classmen	<b>\$1,000</b>	<b>\$500</b>	<b>\$200</b>
Under-classmen	<b>500</b>	<b>250</b>	<b>100</b>

3. LOWELL-GRABILL CREATIVE WRITING CONTEST. Submission deadline: beginning of March. For more information see English Department secretary.

1<sup>st</sup> Place: **\$100**      2<sup>nd</sup> Place: **\$50**      3<sup>rd</sup> Place: **\$25**

4. Student Conference Awards:

- a. PEW GRADUATE SCHOLARSHIP. For more information contact Dr. Ashley Woodiwiss in the Poli Sci Department.

First year of graduate studies: **\$13,000** award

Year dissertation is written: **\$13,000** additional award

Independent Studies: See Catalogue for additional information.

## The R.E. LEE PRIZE in the Philosophy of Religion

**Purpose:** The purpose of the competition is to encourage students to analyze and evaluate the claims of Christian theism in the light of the most formidable objections posed against them. Suitable topics include God's existence and relation to humans, the problem of evil, the providence of God, petitionary prayer, God and free will, and the moral acceptability of various Christian doctrines (such as the atonement, hell, forgiveness, etc.), among others.

**Eligibility:** All philosophy majors are invited to compete for the R.E. LEE PRIZE. To compete, students will submit a paper of 12-15 pages in length on an approved topic to be reviewed by a panel of judges from the Philosophy Department (Additional information detailing the full responsibilities of competitors and winners is available in the Philosophy Department).

### **Awards:**

1<sup>st</sup> Place: **\$2,500**

2<sup>nd</sup> Place: **\$1,500**

3<sup>rd</sup> Place: **\$1000**

Deadlines for submission: March 15

## DEPARTMENTAL HONORS IN PHILOSOPHY

A departmental Honors Program for philosophy majors now offers you added challenge and enrichment. Those who wish to participate should familiarize themselves with the following provision.

### I. Eligibility.

An overall GPA of 3.5, and a GPA of 3.7 in philosophy, including completion of 243, 244, 311, 312.

### II. Requirements. 8 semester hours of designated work as follows.

#### 1. At least 4 hours of 400-level seminars

Early in the course you should consult with the teacher and decide on what your project will be.

- It must involve significant *independent* and *original* work, whether your own research in primary source materials, or original arguments, or an original point of view. It should not merely rehearse what someone else has done.
- It must be well-developed, well-written, and should follow the usual style for scholarly papers regarding footnotes, bibliography, etc.
- It must earn an A or A- grade to fulfil the honors requirement.

#### 2. In addition to the hours required for your major, 4 hours in 499, Honors Thesis. This thesis requirement replaces the senior paper required of all philosophy majors.

### III. Procedures.

1. Submit to the department chair a completed application form *no later than the end of the junior year*. This application will be forwarded to the college Honors Committee for final approval.
2. Submit a thesis proposal in similar fashion, *no later than mid-term in your next-to-last semester*. Your proposal should include a tentative outline of the project, along with the name of a faculty director who has agreed to guide it.
3. The thesis may be completed either in one semester, or a summer or fall semester, or may be extended throughout an academic year. In any case, you should consult with your thesis director at regular intervals, normally every two weeks, to report progress and discuss the issues under investigation.
4. The completed thesis must be submitted to your thesis director *no later than one month prior to the end of your final semester*. He will arrange for an oral examination to be conducted by him along with two faculty members designated by the Honors Committee from other departments. An additional philosophy professor may also be included. Any corrections or rewriting must be completed no later than the first day of final examinations preceding your graduation.
5. Your official transcript and the printed graduation program will both indicate that you have earned departmental honors.

**APPLICATION FOR PHILOSOPHY DEPARTMENT HONORS  
(Deadline one year before graduation)**

Date \_\_\_\_\_

Name \_\_\_\_\_

ID \_\_\_\_\_

CPO \_\_\_\_\_

Expected date of graduation \_\_\_\_\_

Cumulative  
GPA \_\_\_\_\_  
3.5 minimum

Philosophy  
GPA \_\_\_\_\_  
3.7 minimum

*Philosophy Courses Taken:*

<u>Title</u>	<u>Grade</u>	<u>Title</u>	<u>Grade</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

*400 Seminars with honors projects:*

1. \_\_\_\_\_

2. \_\_\_\_\_

*Proposed thesis topic:*

Signature \_\_\_\_\_

Department Approval \_\_\_\_\_ Date \_\_\_\_\_

Honors Committee Approval \_\_\_\_\_ Date \_\_\_\_\_

Course work completed \_\_\_\_\_ Tutorial grade \_\_\_\_\_ Thesis grade \_\_\_\_\_

Examination \_\_\_\_\_ Committee Initials \_\_\_\_\_ Date \_\_\_\_\_



## THE COLLEGIUM PHILOSOPHICUM

The Philosophy Club at Wheaton has had a relatively long history. Its meetings have ranged from a pre-philosophy conference warm-up to watching (and, of course, discussing) Woody Allen films.

Given the size of the philosophy department (which might just be the largest department—per capita—of any university or college in the world), the ability of our fine majors, and the fact that philosophy is at heart a communal activity, in 1994 the Philosophy Club was renamed the *Collegium Philosophicum*, with the intention of providing a forum for *doing* philosophy.

But what, you ask, is the *Collegium Philosophicum*? A ‘collegium’ is defined (by Merriam Webster's Collegiate Dictionary, 10th edition) as “a group in which each member has approximately equal power and authority.” Thus the goal of the *Collegium* is to encourage *student* philosophizing, by way of presentations and discussions.

*Collegium* meetings often begin with a twenty-minute presentation by one of your colleagues followed by about an hour of subsequent discussion. Since everyone is busy, we usually keep meetings under an hour and a half.

Of course, *Collegium* meetings need not necessarily be devoted only to presentations of student thought. We heartily encourage, say, suggestions for films having some sort of philosophical import or other possibilities. For instance, one year the *Collegium* decided to trek down to Chicago to raid the used bookstores (and sample some ethnic eats).

The *Collegium* is open not merely to majors but anyone interested. However, due to copying costs, announcements of upcoming meetings are only sent to majors (as well as being posted in the department). For those of you who've been thinking about officially becoming a major, here's yet another reason to take the plunge.

If you'd like further information, would like to volunteer to present to the group, or have any suggestions for an activity, contact Prof. Benson at ext.5617 or [bruce.ellis.benson@wheaton.edu](mailto:bruce.ellis.benson@wheaton.edu).

## SPECIAL EVENTS

Each year, various philosophers are invited to campus for activities both outside and within the classroom. This serves to enrich your education through hearing and meeting and talking with philosophers of various stripes on various topics.

1. The Wheaton **PHILOSOPHY CONFERENCE**, sponsored by the department each October since 1954, attracts teachers and students of philosophy from across the country. Widely regarded as a professional-level gathering, it has become a major forum for Christians in this discipline. It affords a unique opportunity to see and hear professional philosophers in dialog together on important issues.
2. The annual **AESTHETICS LECTURE**, jointly sponsored with the Art and English departments and the Music Conservatory, encourages “thinking about the arts” historically, theologically, philosophically.
3. **ETHICS WORKSHOPS** and **LECTURES** convened by the *CENTER FOR APPLIED CHRISTIAN ETHICS* will expose you to major moral problems in our society, highlight Christian ethical concerns, and provoke ethical reflection.
4. **VISITING PHILOSOPHERS** meet with selected classes, address Philosophy Club meetings, and are available for meal-time discussion. Take the initiative on such occasions.
5. The annual **McMANIS LECTURESHIP** rotates between the Bible, History, and Philosophy departments, bringing distinguished scholars for a specially designed evening course in some area not normally taught. Philosophy offers this lectureship in 1995-96, 98-99, etc.

## CAREER OPTIONS

*No later than the beginning of your junior year, you should visit the Career Development Center, look over available materials, and begin their four-phase program for career decision-making. At the same time, your advisor and other department faculty are ready to help. And gain experience through part-time and summer jobs, internships, etc.*

A philosophy major does not provide immediately employable job training. But it trains the mind, developing analytic abilities, logical skills, language skills, precision of thought and clarity of understanding. These are transferable to a myriad of occupations. In fact philosophy majors nationally perform better on the LSAT and GMAT than majors in all other humanities fields, better than all social science majors except economics, better than all natural science majors except mathematics, and better than all business and applied areas. On the verbal portion of the GRE philosophy outperforms all other humanities majors, and on the quantitative portion they were outperformed only by natural science and economics majors.

Wheaton philosophy majors have made significant contributions in education, law, ministry and missions, business and finance, and medicine -- you name it. Those who have gone to philosophy grad school are now teaching in colleges and universities across the country. Others have moved effectively into theology, psychology, history, literature. Opportunities abound.

Philosophy *graduate school applications* generally require GRE aptitude scores (taken in the fall of the Senior year) and a sample philosophy paper, as well as transcripts and recommendations. Consider writing papers with this in mind.

Discuss your career interests and options with your advisor at every appointment. A word to the wise: openings for college teaching are expected to boom in the late-90's, with demographic projections that include numerous retirements. This opens strategic opportunities for Christians.

If law school is your goal, join the Pre-Law Club. If it's seminary, talk with your profs about the alternatives. In any case, *get started now: gain experience, explore possibilities, seek advice.* Ask where the strengths and weaknesses identified in your junior self-assessment are pointing. But don't stand still doing nothing!

**PHILOSOPHICAL JOURNALS IN THE WHEATON COLLEGE LIBRARY**

These will keep you abreast of current interests and developments and provide reviews of new books in the various fields.

**American Catholic Phil. Assoc.**

**Proceedings**

**American Catholic Phil. Quarterly**

**American Philosophical Quarterly  
Analysis**

**Australasian Journal of Philosophy**

**Ellul Studies Forum**

**Ethics**

**Faith and Philosophy**

**Graduate Faculty Phil. Journal**

**Humanist**

**Idealistic Studies**

**Inquiry**

**International Jrnl for Phil. of**

**Religions**

**International Philosophical Quarterly**

**Journal of Applied Philosophy**

**Journal of Ethics**

**Journal of the History of Ideas**

**Journal of the History of Philosophy**

**Journal of Philosophy**

**Journal of Religious Ethics**

**Journal of Speculative Philosophy**

*Bibliographical Tools*

**Bibliography of Philosophy**

**Encyclopedia of Philosophy** *(also on CD ROM)*

**How to Find Out in Philosophy and  
Psychology**

**Humanities Index**

**IX. Kennedy Institute of Ethics Journal**

**Mind: A Quarterly View of  
Philosophy**

**Monist**

**Nous: A Quarterly Journal**

**Pacific Quarterly**

**Philosophia**

**Philosophia Christi**

**Philosophical Investigations**

**Philosophical Quarterly**

**Philosophical Topics**

**Philosophy**

**Philosophy East and West**

**Philosophy and Literature** *(on line)*

**Philosophy and Phenomenological  
Research**

**Philosophy Today**

**Research in Philosophy and  
Technology**

**Review of Metaphysics**

**Southern Journal of Philosophy**

**Teaching Philosophy**

**Ultimate Reality and Meaning**

**International Index to Periodicals**

**Philosopher's Index** *(also on CD ROM)*

**Reader's Guide to Periodical  
Literature**

SEE OTHER DATABASE SEARCH ENGINES

## READING LIST FOR PHILOSOPHY MAJORS and other brave souls

Wheaton's philosophy teachers believe that true education involves first — hand acquaintance with source materials. While rooted in historical classics and trends, it should also reach towards the present cutting edge of a discipline. But it should also extend beyond the limited number of courses you are able to take. This bibliography has been constructed both to guide you in areas other than those in which you will take courses, and to identify some of the cutting edge in various branches of philosophical inquiry.

*Historical Classics* are not listed because you meet many of them in the required History of Philosophy courses. In addition, excellent bibliographies appear at the end of T.Z. LAVINE'S *Socrates to Sartre*, and in FREDERICK COPLESTON'S *History of Philosophy*.

Other bibliographies are available in the department office:

Apologetics

Christian Perspectives in Philosophy

In the following listings, \* indicates an introductory overview.

### I. EPISTEMOLOGY

**Alcoff**, Linda — *Epistemology: The Big Questions*. A very recent, up to date, anthology touching upon all the major issues confronted by epistemologists today.

**Audi**, Robert — *Epistemology: A Contemporary Introduction to the Theory of Knowledge*. A comprehensive introduction to contemporary epistemology suitable for advanced undergraduate students. Contains a helpful bibliography of other works in epistemology.

\***Dancy**, Jonathan. — *Introduction to Contemporary Epistemology*. Has helpful pedagogical aids, and deals primarily with contemporary problems in epistemology.

**Dancy**, and **Sosa**, Ernest, eds. — *A Companion to Epistemology*. An outstanding dictionary of epistemology offering comprehensive and clear treatment of the central notions found in the literature on epistemology.

**Geivett**, Douglas and **Sweetman**, Brendan — *Contemporary Perspective on Religious Epistemology*. Anthology of readings focusing on how studies in epistemology bear on the justification of religious belief.

**Greco and Sosa**, eds. — An introduction to a variety of important issues in the field by its best practitioners.

**Lehrer**, Keith — *Theory of Knowledge*. An advanced introduction to the major themes of contemporary epistemological concerns by a leading coherentist thinker.

**Moser**, Paul — *Empirical Justification*, 2nd edition. Excellent survey of this most important topic in contemporary epistemology.

- Pappas**, George S., ed. — *Justification and Knowledge*. One of the best anthologies for the advanced undergraduate and graduate student of epistemology. Contains articles by the leading epistemologists and also has one of the best bibliographies of modern writing on epistemology ever assembled.
- Plantinga**, Alvin — *Warrant: the Current Debate, Warrant and Proper Function, and Warrant and Christian Belief*. An outstanding trilogy canvassing the contemporary epistemological sense from one of the country's leading Christian Philosophers. (Advanced undergrads and grads)
- Steup**, Matthias — *An Introduction to Contemporary Epistemology*. An up to date introduction to the main themes of contemporary epistemology.
- Wood**, W. Jay — *Epistemology: Becoming Intellectually Virtuous*. A very clear and readable introduction to some of the central concerns of epistemology written from a Christian perspective that takes intellectual virtues seriously.
- Zagzebski**, Linda — *Virtues of the Mind*. A thorough treatment of the contemporary epistemological landscape from one of the pioneers of the virtue epistemology perspective. (Advanced undergrads and grads)

## II. METAPHYSICS

- There are several recent and very useful new anthologies in both classical and contemporary metaphysics. Of the following, these include, **Carter, Hales, Kim**, and **van Inwagen**.
- \***Aune**, Bruce — *Metaphysics: The Elements*. An introductory analytic work in the naturalist vein.
- Carter**, William R. — *The Elements of Metaphysics*. Excellent introduction covering most major issues.
- Carter**, William R. — *The Way Things Are: Basic Readings in Metaphysics*. Classic and contemporary readings to accompany Carter survey.
- \***Geirsson**, Heimir, and **Losonsky**, Michael — **Beginning Metaphysics: An Introductory Text with Readings**. A wonderful descriptive introduction to the central problems addressed by metaphysics, as motivated by life-concerns, accompanied by classic and contemporary readings. A great place to start.
- Hales**, Steven D. — *Metaphysics: Contemporary Readings*. Very nice coverage, particularly of the contemporary discussion of realism, truth and substance.
- \***Hamlyn**, D. W. — *Metaphysics*. A recent starter in this field: good survey clearly written.
- Hasker**, William — *Metaphysics*. A first introduction to representative metaphysical problems, from a Christian perspective; by a Wheaton grad, too, and in the IV Press series.
- Kim**, Jaegwon and **Sosa**, Ernest — *A Companion to Metaphysics*. Blackwell Companions to Philosophy Series; 264 alphabetically arranged entries from distinguished metaphysicians.
- Loux**, Michael — *Metaphysics: A Contemporary Introduction*. New, cutting edge introductory text for upper level students.
- Loux**, Michael — *Universals and Particulars*. An excellent anthology with a very worthwhile introduction.
- Loux**, Michael — *The Possible and the Actual*. Same again on another topic.
- Plantinga**, Alvin — *The Nature of Necessity*. A rigorous analytic work using possible worlds ontology and modal logic.
- \***Taylor**, Richard — *Metaphysics*. The Prentice-Hall introduction to this area. Start with this and/or Hasker.
- \***Van Inwagen**, Peter — *Metaphysics*. More sophisticated than Taylor or Hasker, yet still accessible.

**Van Inwagen**, Peter and **Zimmerman**, Dean — *Metaphysics: The Big Questions*. Particularly strong on Space/Time, Identity, Mereology, and Causality.

**Wolterstorff**, Nicholas — *On Universals*. A major work, according to one reviewer the most important for 50 years on this topic.

### III. The Philosophy of Religion General and Introductory Works

**Adams**, Robert and **Adams**, Marilyn — *The Problem of Evil*. Current anthology of the best articles on the subject.

**Evans**, C. Stephen — *The Historical Christ and the Jesus of Faith*. An award winning treatment of philosophical themes arising in connection with the Incarnation.

\***Evans**, C. Stephen — *Why Believe? Reason and Mystery as Pointers to God*. A highly readable little book on rationality of religious belief. Quite accessible to upperclassman and the curious lay reader.

**Kretzmann**, Norman — *The Metaphysics of Theism* as a sophisticated elaboration and defense of classical Christian theism as it is found in Aquinas.

**Morris**, Thomas — *Our Idea of God: An Introduction to Philosophical Theology*. This work canvasses the issues surrounding how we should think about God's nature clearly and thoroughly.

**Murray**, Michael, ed. — *Reason for the Hope Within*. A solid collection of essays by evangelical authors touching upon matters of apologetic interest.

**Murray**, Michael and **Stump**, Eleonore, eds. — *Philosophy of Religion: The Big Questions*. A very recent and comprehensive selection of outstanding essays covering the major areas of philosophy of religion.

**Peterson**, Michael — *The Problem of Evil* Another excellent anthology of articles treating various facets of a complex issue. Material for all levels.

**Peterson**, Michael; **Hasker**, William; **Reichenbach**, Bruce; **Basinger**, David, eds. — *Reason and Religious Belief: An Introduction to the Philosophy of Religion*. A very readable and comprehensive treatment of major themes in the philosophy of religion by a writer in the analytic tradition. Two of the authors are Wheaton grads.

**Plantinga**, Alvin — *God, Freedom, and Evil*. By now, the standard refutation of the claim that the presence of evil in the world makes belief in God contradictory.

**Plantinga** Alvin and **Wolterstorff**, Nicholas, eds. — *Faith and Rationality*. The best collection of essays representing and assessing religious epistemology from a "Reformed" perspective.

\***Pojman**, Louis, ed. — *Philosophy of Religion*, 4th edition. One of the best contemporary anthologies available.

**Quinn** and **Meeker**, eds. — *The Philosophical Challenge of Religious Diversity*. Philosophical treatment of the complex theological issues raised by other religions and Christianity's claim to be the only way.

**Quinn**, Philip L. and **Talieferro**, Charles, eds. — *A Companion to Philosophy of Religion*. This volume, which is in the Blackwell Companions to Philosophy series, as an excellent reference work on a great many of the philosophical aspects of religion.

**Rowe**, William — *Philosophy of Religion*. An introduction, arguably one of the best secondary sources available that deals with problems in the philosophy of religion. Clear analysis in the analytic tradition by a self-described "friendly atheist."

- Sanders**, John, et al. — *The Openness of God: A Biblical Challenge to the Traditional Understanding of God*. This provocative and accessible work argues that scripture offers a portrait of God different from the medieval picture rooted in Greek thinking. See also *The God Who Risks*, by **Sanders**.
- Swinburne**, Richard — *Is There a God?* Swinburne offers a nontechnical and introductory defense of traditional theism. Swinburne is arguably one of the best philosophers of religion of this century.
- Swinburne** Richard — (trilogy) *The Existence of God, The Coherence of Theism, Faith and Reason, The Christian God*. Difficult, technical works, containing acute analysis in the analytic tradition. Rewarding despite the tough reading.
- Taliaferro** and **Quinn**, eds. — *A Companion to the Philosophy of Religion*. This is an outstanding and invaluable resource tool, containing 78 articles introducing the major areas of philosophical concern in the philosophy of religion. A great place to start one's research on any subject on the philosophy of religion.
- Taliaferro**, Charles — *Contemporary Philosophy of Religion*. A very careful well reasoned presentation of major topics in contemporary philosophy of religion suitable for advanced undergraduates and above.
- Wainwright**, William — *Philosophy of Religion*. A readable treatment of major themes in the philosophy of religion by a writer in the analytic tradition.
- Westphal**, Merold — *God, Guilt, and Death: An Existential Phenomenology of Religion*. Westphal draws on a number of literary, religious, and philosophical sources in his insightful description of ambivalence, guilt, death, and useless self-transcendence.

#### IV. Philosophy of Mind

##### A. GENERAL

- \***Evans**, C. Stephen — *Preserving the Person*. A highly influential assessment of Christian options.
- \***Flanagan**, Owen — *The Science of Mind*. This is a textbookish book, but quite sophisticated, and surveys such thinkers and movements as Descartes, James, Freud, behaviorism, Piaget and Kohlberg, cognitive psychology, and sociobiology.
- Lakoff**, George, and **Johnson**, Mark, *Philosophy in the Flesh: The Embodied Mind and Its Challenge to Western Thought*. A guide to postmodern issues from the perspective of a naturalistic theory of the person.
- Ryle**, Gilbert. — *The Concept of Mind*. A classic of the British school of ordinary language philosophy, behavioristic in inclination, treats such topics as intelligence, will, emotion, self-knowledge, sensation, observation, imagination.
- Searle**, John — *Intentionality*. A sophisticated but readable discussion of this important topic. Explores belief, sense perception, and action.
- \***Shaffer**, Jerome — *Philosophy of Mind*. An introductory survey of problems in this area.
- Taylor**, Charles — *Sources of the Self*. A sweeping history of the concept of the human self from Homeric times to the present by a philosopher who has bridged between the continental and analytic traditions. The book makes much of biblical and Christian elements in the western concept of self.

## B. Freedom and Determinism, and Action Theory

**Anscombe**, Elizabeth — *Intention*. A difficult, short, widely read and influential book in the Wittgensteinian tradition, focussing the theory of action in terms of the concept of intention.

**Chisholm**, Roderick — *Person and Object*. *This sophisticated book by a very distinguished philosopher treats a number of topics in philosophy of mind: self — awareness, agency, and personal identity. It is libertarian, and represents, in action theory, the view called “agent causation.”*

**Davidson**, Donald — *Essays on Actions and Events*. An important, if difficult, recent work.

**Donagan**, Alan — *Choice*. A very recent major work dealing with contemporary issues arising from philosophy of language.

\***Dworkin**, Gerald, ed. — *Determinism, Free Will, and Moral Responsibility*. A first-rate collection on the recent debate.

**Goldman**, Alvin — *A Theory of Human Action*. A sophisticated ontology of human action, deterministic in orientation, which conceives actions as caused by wants and beliefs.

**Honderich**, Ted — *How Free Are We?* Short and accessible discussion of compatibilism.

**Kane**, Robert — *The Significance of Free-Will*. A very nice discussion of free will with emphasis on why it matters to our overall philosophical orientation.

**Wittgenstein, Ludwig** — *Philosophical Investigations*. This is one of the classics of 20<sup>th</sup> century philosophy, and bears not only on philosophy of language but also on philosophy of mind and metaphysics.

**Wittgenstein, Ludwig** — *Tractatus Logico-Philosophicus*. Another 20<sup>th</sup> century classic, and one that was much revered by the logical positivists, though it has a religious bent that is foreign to them.

## C. MIND AND BODY

**Boorst**, C. V., ed. — *The Mind-brain Identity Theory*. A classic collection on a major point of view.

**Chalmers**, David J. — *The Conscious Mind*. Attempts to develop a theory of consciousness in an ultimately materialistic framework.

**Churchland**, Paul M. — *Matter and Consciousness*. Written at a pretty accessible level, this short book takes a strongly materialistic/reductionistic position.

**Cooper**, John — *Body, Soul, and The Life Everlasting: Biblical Anthropology and The Monism-Dualism Debate*.

**Lewis**, H. D. — *The Elusive Self*. Probably the best recent defense of a dualist position.

**Popper**, Karl and **Eccles**, J. — *The Self and Its Brain*. This difficult book is a collaborative effort by a well-known philosopher and an eminent brain scientist. About half the book is by each author, with conversations between them transcended at the end. Both thinkers are dualistic interactionists.

**Swinburne**, Richard — *The Evolution of the Soul*. Revised edition.

**Taliaferro**, Charles — *Consciousness and the Mind of God*.

## D. ARTIFICIAL INTELLIGENCE

**Dreyfus**, Hubert — *What Computers Cannot Do*. Dreyfus is critical of those who think that computers bear a strong resemblance to human minds.

## E. COGNITIVE SCIENCE

**Foder**, Jerry — *Modularity of Mind*. The cognitive science movement is a marriage of philosophical and experimental psychology which attempts to get at the workings of the mind from within” — that is, without shifting ground to brain physiology. Foder is one of the chief exponents of this new and important movement.

## PHILOSOPHY THE OF THE SCIENCES

**Brown**, Harold I. — *Perception, Theory and Commitment*. Wonderful survey of the philosophical issues surrounding studies in the the sciences.

**Gale**, George — *Theory of Science: An introduction to the History, Logic, and Philosophy of Science*. Heavy on case studies; seeks to implement a post-kuhnian philosophy of science.

X. **Hempel**, Carl — *Philosophy of Natural Science*. A classic text representing pre-Kuhnian views on reasoning in the sciences.

**Jaki**, Stanley — *The Road of Science and the Ways to God*. An informative and controversial explanation of the Christian roots — historical, cultural, and philosophical — of the scientific enterprise, with a provocative commentary on several contemporary issues in the philosophy of science.

**Kitcher**, Philip — *The Advancement of Science*. A very engaging and balanced treatment of rationality and progress in science. A fine defense of scientific realism.

**Klee**, Robert — *Introduction to the Philosophy of Science: Cutting Nature at its Seams*. Readable introductory book with plentiful case studies.

**Klee**, Robert — *Scientific Inquiry: Readings in the Philosophy of Science*. Impressive collection of classical and contemporary readings won a wide range of issues in the philosophy of science.

**Kosso**, Peter — *Reading the Book of Nature: An Introduction to the Philosophy of Science*. Exceptionally clear and lucid introductory text, supporting a moderate rationalism in scientific inquiry.

**Kourany**, Janet. — *Scientific knowledge: Basic issues in the Philosophy of Science*. Excellent classic and contemporary reader.

\***Kuhn**, Thomas — *The Structure of Scientific Revolutions*. Perhaps the most important and controversial contribution to the philosophy of science in the last fifty years.

**Longino**, Helen — *Science as Social knowledge: Values and Objectivity in Scientific Inquiry*. Extended defense of a non-traditional reading of scientific inquiry, including extended treatment on feminist science.

**Papineau**, David (ed.) — *The Philosophy of Science*. Collections of articles representing some of the best of recent scholarship on questions of scientific rationality and realism.

**Pearcey**, Nancy R., and **Thaxton**, Charles — *The Soul of Science: Christian Faith and Natural Philosophy*. Excellent treatment of the extent to which modern science depends on the Judeo-Christian worldview.

**Popper**, Karl — *The Logic of Scientific Discovery*. A valuable collection of Popper’s essays on the problems of induction, testability, and building.

\***Ratzsch**, Del — *Philosophy of Science: The Natural Sciences in Christian Perspective*. A layman’s guide to issues surrounding the roles of the natural sciences and their relation to Christianity.

\***Scheffler**, Israel — *Science and Subjectivity*. A brief, readable attack on positions represented by both Kuhn and other philosophers of science more extreme than Kuhn.

**Trigg**, Roger — *Rationality & Science*. Discusses rationality in the context of scientific practice and method, with an eye toward its limitation and achievements.

## VI. PHILOSOPHY OF LOGIC

**Copi**, Irvin A. and **Gould**, James — *Contemporary Philosophical Logic*. A comprehensive collection of classic essays on various philosophical issues, surrounding a variety of logical systems.

**Detlefsen**, Michael — *Proof and Knowledge in Mathematics*. Excellent reader in philosophy of mathematics.

\***Haack**, Susan — *Philosophy of Logic*. An authoritative and thorough analysis of issues of logic — from concepts of truth to logical paradoxes.

**Hofstadter**, Douglas R. — *Godel, Eschel, Bach: an Eternal Golden Braid*. An excellent layman's introduction to the proof of the logical incompleteness of axiomatic interpretations of arithmetic, with important implications for a broad range of logical systems.

**Kelley**, David — *The Art of Reasoning*. Formal logic, including inductive.

**Konyndyk**, Kenneth — *Introduction to Modal Logic*. Explains the basics for those already acquainted with symbolic logic.

**Moore**, Brooke; **Parker**, Richard — *Critical Thinking*. Very readable and sound guide to informal and formal logical analysis.

**Nagel**, Ernest and **Newman**, James R. — *Godel's Proof*. An excellent layman's introduction to the proof of the logical incompleteness of axiomatic interpretations of arithmetic, with important implications for a broad range of logical systems.

\***Quine**, W.V.O. — *Philosophy of Logic*. A valuable part of the "Foundations of Philosophy"

**Toulmin**, Stephen — *Human Understanding*. A comprehensive but readable treatment of the difference between logical systems and rationality — the difference between the ability to reason within various logical — linguistic systems and the more radical human capacity for problem-solving.

## VII. PHILOSOPHY OF LANGUAGE

\***Alston**, William — *Philosophy of Language*. The Prentice-Hall introduction: dated, but a good starter.

**Austin**, J. L. — *How To Do Things With Words*. The source for performatives and perlocutions; an ordinary language classic.

**Davidson**, Donald — *Inquiries into Truth and Interpretation*. A highly influential work with profound influence in metaphysics and philosophy of mind.

\***Passmore**, John — *Recent Philosophers*. Traces developments from structuralism through Davidson, Goodman and Putnam. Extremely worthwhile.

**Quine**, W. V. O. — *Word and Object*. A classic post-positivist bridge to ontology.

**Schwartz**, Stephen P. — *Naming, Necessity and Natural Kinds*. Essays about Kripke's theory of meaning that led to advances in philosophy of mind and to possible worlds ontology. The introduction is first rate.

**Searle**, John — *Speech Acts*. Landmark work extending Austin's approach. Includes a chapter on "Deriving 'ought' from 'is'."

## VIII. PHILOSOPHICAL HERMENEUTICS

- Bruns**, Gerald — *Hermeneutics Ancient and Modern*. A history of hermeneutics.
- Caputo**, John — *Deconstruction in a Nutshell: A Conversation with Jacques Derrida*. A unusual text, both a discussion with Derrida and commentary on that discussion. Caputo provides a reliable introduction to the whole of Derrida's thought.
- Caputo**, John — *Radical Hermeneutics*. A strong argument for a radical (i.e. Derridean) rather than more conservative (i.e. Gadamerian) hermeneutics.
- Gadamer**, Hans Georg — *Truth and Method*. While this is clearly the single most important work in contemporary philosophical hermeneutics, Gadamer's text encompasses a wide variety of disciplines. Gadamer argues against the modern ideal of methodical objectivity in favor of a way of knowing which is contextual, though still affirms the possibility of knowing truth.
- Hirsch**, Eric Donald — *Validity in Interpretation*. Hirsch is probably the best known advocate of the position which takes the author's intention as the standard of 'valid' interpretation. The second appendix to the text is a review of Gadamer's *Truth and Method*, which forcefully outlines Hirsch's disagreement with Gadamer's position.
- \***Palmer**, Richard — *Hermeneutics*. Although a little dated, Palmer provides a reliable introduction to the line of German hermeneutics (Schleiermacher, Dilthey, Heidegger, and Gadamer).

## IX. CONTEMPORARY CONTINENTAL PHILOSOPHY

- Derrida**, Jacques — *The Gift of Death*. The best introduction to Derrida's recent moral and religious reflections.
- Derrida**, Jacques — *Writing and Difference*. Essays of the early Derrida.
- Foucault**, Michael — *The Foucault Reader*. A good place to start with Foucault. The first four and last two essays are particularly recommended.
- Habermas**, Jürgen. — *The Philosophical Discourse of Modernity*. There really isn't a 'central' Habermas text, but this gives the reader a good idea of his recent thinking.
- Heidegger**, Martin. *Being and Time*. A formidable text but basic to much contemporary continental thought.
- \***Kearney**, Richard, ed. *Continental Philosophy in the 20<sup>th</sup> Century*. Not exactly short, but the essays are written by excellent scholars and give a good overview.
- Levinas**, Emmanuel. *Totality and Infinity*. A contender for prize of "most difficult philosophical text," this work has reoriented contemporary thought in many ways. For an introduction to Levinas, read *Ethics and Infinity*.
- Marion**, Jean-Luc. *God without Being*. An attempt by a Catholic phenomenologist to consider proper and improper ways of speaking of God.

## X. ETHICS

### A. GENERAL

- Atkinson**, David J.; **Field**, David, F.; **Holmes**, Arthur; **O'Donovan**, Oliver, eds. — *New Dictionary of Christian Ethics and Pastoral Theology*.

- Robert, and Wolterstorff, Nicholas**, Religion in the Public Square. Audi argues that Christians and other religious people must keep their religious convictions out of moral debate, while Wolterstorff denies this.
- Bayles**, Michael, ed. — *Contemporary Utilitarianism*. An anthology of major recent articles explaining, attacking, and defending utilitarianism.
- Becker**, Lawrence C. and **Becker**, Charlette B. — *Encyclopedia of Ethics*. Excellent source on a wide range of topics.
- Beaty**, Michael; **Fisher**, Carlton, D.; **Nelson**, Mark, eds. — *Christian Theism and Moral Philosophy*. An anthology exploring the implications of Christian faith for ethical theory.
- Benhabib, Seyla**, *Situating the Self*. Explores issues of gender, community, and posternity
- Clarke**, Stanley and **Simpson**, Evan — *Anti-Theory in Ethics and Moral Conservatism*. Essays on the current movement against philosophical ethical theory from within philosophy.
- Donagan**, Alan -- *The Theory of Morality*. An attempt to assess the philosophical status of Judeo Christian morality.
- \***Frankena**, William — *Ethics* A basic introduction to ethical theories, advocating a mixed deontological approach.
- Gewirth**, Alan — *Reason and Morality*. One of the major rights theorists of this century, defending the view that ethics should be seen as a matter of respecting moral rights.
- Gilligan**, Carol — *A Different Voice*. The work on moral development theory that sparked much of the contemporary interest in feminine and feminist ethics.
- Hare**, John — *The Moral Gap*. A Christian statement of the “gap” between morality’s demands and our capacity to fulfill them.
- Harrison**, R.K., ed. — *Nelson Encyclopedia of Biblical and Christian Ethics*
- \***Holmes**, Arthur — *Ethics*. Recent introduction; some applications.
- Jaggar, Alison, and Young, Iris**, *A Companion to Feminist Philosophy (Blackwell Companions to Philosophy, 13)*. Important contributions from leading feminist philosophers.
- LaFollette, Hugh**, *The Blackwell Guide to Ethical Theory*. Essays on various aspects of ethical theory by leading thinkers.
- Nussbaum**, Martha Craven — *The Fragility of Goodness*.
- MacIntyre**, Alasdair — *After Virtue*. A spirited attack on the “Enlightenment tradition” of justifying impersonal moral principles; argues for a return to an Aristotelian virtue approach.
- Outka**, Gene, and **Reeder**, James—*Prospects for a Common Morality*. Anthology centering on question of whether ethics can find a universal morality.
- Pojman**, Louis — *Ethics. Discovering Right and Wrong*, 2nd edition. A defense of traditional ethical theory and moral realism.
- \***Rachels** James — *The Elements of Moral Philosophy*. A good recent overview.
- Rawls**, John A. — *Theory of Justice*. A contemporary classic of ethical theory and social philosophy; argues for a conception of justice as that set of principles that would be agreed upon by people who are kept from knowing their place in society. The classic statement of liberal justice theory.
- Roberts, Robert C., and Kruschwitz**, *The Virtues*. Excellent anthology of virtue ethics.

**Singer, Peter, ed.**, *A Companion to Ethics*. Anthology of articles explaining and critiquing major elements of contemporary moral philosophy.

**Smart, J. J. C.** and **Williams, Bernard R.** — *Utilitarianism: For and Against*. In two parts Smart defends act utilitarianism and Williams attacks utilitarianism in general.

**Tong, Rosemarie** — *Feminine and Feminist Ethics*. A secondary source reviewing

**Williams, Bernard** — *Ethics and the Limits of Philosophy*. A critique of ethical theory by a leading contemporary.

#### B. LEGAL PHILOSOPHY

**Action, H. B., ed.** — *The Philosophy of Punishment*. Major statements of retributivism and utilitarian views.

**Dworkin, Ronald M.** — *Taking Rights Seriously*. Argues that rights, properly construed, are crucial to just social relationships.

**Dworkin, Ronald M.** — *Law's Empire*.

**Feinberg, Joel** — *Rights, Justice, and the Bounds of Liberty*. An important work in contemporary social philosophy.

\***Friedrich, Carl J.** — *The Philosophy of Law in Historical Perspective*. A survey of legal philosophy from classical to recent times.

\***Golding, Martin** — *Philosophy of Law*. In the Prentice-Hall series; similar in scope to Frankena.

**Hart, H. L. A.** — *The Concept of Law*. A major analytical treatment of law from a logical positivist perspective.

\***Wasserstrom, Richard** — *Morality and the Law*. Anthology of major statements of the relation between law and morals.

#### C. SOCIOPOLITICAL PHILOSOPHY

\***Feinberg, Joel** — *Social Philosophy*. Another Prentice-Hall treatment by one of the most eminent social philosophers.

**Milbank, John** — *Theology and Social Theory: Beyond Secular Reason (Signposts in Theology)*

**Nozick, Robert** — *Anarchy, State, and Utopia*. Argues a strong libertarian social philosophy.

#### D. APPLIED ETHICS

##### 1. Biomedical

**Beauchamp, Thomas.** and **Childress, James** — *Principles of Biomedical Ethics*, 4th edition. Thematic look at the principles of autonomy, beneficence, and justice as they apply to a variety of issues.

**Beckwith, Francis J.** *Politically Correct Death*. Vigorous ethical analysis of philosophical positions that support abortion on demand.

**Kilner, John F.** *Life on the Line: Ethics, Aging, Ending Patients' Lives and Allocating Vital Resources*.

**Kilner, John F. et. Al** *Dignity and Dying: A Christian Appraisal*.

**Verhey, Allen D.** *The Practice of Piety and the Practice of Medicine: Prayer, Scripture, and Medical Ethics*.

**Munson, Ronald** — *Intervention and Reflection*. Anthology with excellent explanatory material and case studies.

**Wennberg, Robert**. *Terminal Choices*. A Christian philosophical assessment of issues in euthanasia.

2. *Business*

**Donaldson, Thomas**. — *Corporations and Morality*. A social contract approach to questions of rights, corporate and individual responsibilities, and profit motives.

**Rae, Scott, and Wong, Kenman**, *Beyond Integrity: A Judeo Christian Approach to Business ethics*.

**Stackhouse, Max, et. Al.**, *On Moral Business: Classical and Contemporary Resources for Ethics in Economic Life*.

**Velasquez, Manuel G.** — *Business Ethics: Concepts and Cases*. Discussion of ethical decision-making, various principles, and applications to cases.

## XI. AESTHETICS

\***Beardsley, Monroe C** — *Aesthetics from Classical Greece to the Present*. Concise, yet thorough historical overview of significant aestheticians and their theories.

**Collingwood, R. G.** — *The Principles of Art*. Defense of the author's famous idealist thesis on the nature and role of art.

**Danto, Arthur** — *The Transfiguration of the Commonplace*. Draws from and furthers the author's art world perspective.

**Dickie, George** — *Art and the Aesthetic: An Institutional Analysis*. Clear and articulate presentation of the institutional theory of art. Primarily concerned with the definition of art.

\***Feagin, Susan and Maynard, Patrick**, eds. *Aesthetics*. An excellent anthology.

**Gombrich, Ernest H.** — *Art and Illusion*, 3rd ed. Important and influential analysis of perception, especially with respect to the nature of representation in art.

**Langer, Suzanne K.** — *Problems of Art*. Discussion of issues related to symbolism and expression in art.

\***Wolterstorff, Nicholas** — *Art as Action*. A stimulating popular text, written from a thoroughly Christian perspective.

## XII. NON WESTERN PHILOSOPHY

### A. AFRICAN

**Serequeberhan, Tsenay** — *African Philosophy: The Essential Readings*.

**Wright, Richard A.** — *African Philosophy: An Introduction*.

### B. ASIAN

**Hackett, Stuart C.** — *Oriental Philosophy: A Westerner's Guide to Eastern Thought*. *Excellent treatment by a former member of the Wheaton Philosophy Department.*

## XIII. Non Western Philosophy

**Koller**, John M. and **Koller**, Patricia Joyce — *Asian Philosophies*. An excellent introduction to all the major Asian systems of thought. Excellent bibliographies.

**Koller**, John M. and **Koller**, Patricia Joyce — *A Sourcebook of Asian Philosophy*. A companion to the above volume, an anthology of readings in Asian philosophical thought.

**Yu-Lan**, Fung — *A Short History of Chinese Philosophy*. Fine systematic treatment.

## C. LATIN AMERICAN

**Gracia**, Jorge, J.E. — *Philosophical Analysis in Latin America*.

**Gracia**, Jorge, J.E. and **Camurati**, Mireya, eds. — *Philosophy and Literature in Latin America: A Critical Assessment of The Current Situation*.

## XIII. History of Philosophy and Reference Works in Philosophy

**Armstrong**, A.H. and **Marcus**, R.A. — *Christian Faith and Greek Philosophy*. This volume is focused especially on the initial encounters of Greek philosophy and Christian theology.

\***Beardsley**, Monroe C — *Aesthetics from Classical Greece to the Present*. Concise, yet thorough historical overview of significant aestheticians and their theories.

**Collingwood**, R. G. — *The Principles of Art*. Defense of the author's famous idealist thesis on the nature and role of art.

**Danto**, Arthur — *The Transfiguration of the Commonplace*. Draws from and furthers the author's art world perspective.

**Jones**, W.T. — *A History of Western Philosophy*, five volumes. Fair and accurate summaries of virtually all of the philosophers except those covered in the second volume on *The Medieval Mind*, where Jones's antagonism to Christianity leads him to be particularly unfair to Augustine.

**Marerbon**, John — *Early Medieval Philosophy* and *Later Medieval Philosophy*. The Marerbon volumes concentrate on portions of medieval philosophy that are especially interesting to those in philosophy's analytic tradition.

Revised 02/13/2004

TASK	SOPHOMORE YEAR		JUNIOR YEAR			SENIOR YEAR			
	Jan.-April	May-Aug.	Sept.-Dec.	Jan.-March	April-June	July-Aug.	Sept.-Dec.	Jan.-March	April-June
<b>Selecting Programs of Study</b>	Your first visit to the campus career counseling center can never come too soon.	Begin to solidify your career choice . . . Not job goals, but career field.	Continue visits to the campus career planning center. Begin requesting information from schools of interest.	Begin an active discussion of your options with your advisor.	Take the exam (1st time) in Spring or Summer	Visit grad schools in which you have high interest, if possible.	Meet with your advisor on the results of your exam. Relate the text in October or December if advisable.	Meet with your advisor on the results of your exam. Relate the text in October or December if advisable.	Meet with your advisor on the results of your exam. Relate the text in October or December if advisable.
<b>Entrance Examinations</b>	Take the diagnostic Pre-Test of the entrance exam you will need. Discuss with your advisor.		Or take the Pre-Test in October. Prepare carefully for your graduate entrance exams.	Select from among those willing to write letters the ones who will best serve you.	Objectively evaluate the results of your exam.	Request letters of reference and recommendation.	Request letters of reference and recommendation.	Request letters of reference and recommendation.	Request letters of reference and recommendation.
<b>Letters of Recommendation</b>		Begin to casually interview several practitioners in your "likely" field.	Begin to identify key people who might be willing to write letters regarding your academic record, work experience and character.						
<b>Completing and Filling the Application</b>							Complete and mail applications to your schools of choice.		
<b>Obtaining Financial Aid</b>				Request financial aid from as many sources as possible.					
<b>Increasing Your Chances</b>	In the words of countless alumni: "Find yourself an internship!" Begin looking now.		The only thing better than an internship is two internships.			Internship, work or travel related to field of grad school work.		Meet all deadlines. You may receive financial aid offers with admission notice.	April 15th is Common Deadline.