

BRANIFF GRADUATE SCHOOL OF LIBERAL ARTS

INSTITUTE OF PHILOSOPHIC STUDIES

STUDENT HANDBOOK

2021–20222

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FOREWORD

The University of Dallas is an equal opportunity, co-educational and Catholic i

ON THE CORE CURRICULUM

The unifying character of the Ph.D. program in the Institute of Philosophic Studies finds its chief expression in its Core Curriculum. It summons the IPS faculty and students to the task of recovery and renewal of the tradition of Western liberal education and the Christian intellectual life. "Recovery" means that there is wisdom in the past. It insists that those who went before have much yet to teach those who come after. It holds that in our search for wisdom about the most important things, the ingenious, formative minds of the past should be chief companions in the inquiry. Moreover, it implies that any grasp of present realities and any serious projects for the future are intimately bound up with the principles of the great tradition. "Renewal" reminds us that history always puts a new face on the difficulties that beset those who endeavor to seek truth and justice in their own time. The IPS faculty accepts the challenge to think critically and creatively about the most significant issues. Indeed, it is the compelling force of our questions today that gives direction and purpose to our study of the tradition. Ancient verities can be neglected, and neither the ancients nor the moderns saw the whole of truth clearly. It is with this sense of purpose our doctoral students are asked to examine at their deepest level the principles of Western liberal learning.

Philosophy, Politics, Literature, and Theology are the four disciplines of the Institute. Although they are four distinct ways of knowing, each engages fundamental questions that concern the whole context of existence. Philosophy and Politics represent the fundamental speculative and practical modes of inquiry respectively, while Literature presents the lived through possibilities embodying philosophy in a whole life. The three disciplines together are cut across and penetrated by the dialogue between faith and reason rooted in revelation and sustained by Theology. Through the Core Curriculum and its interdisciplinary character the student experiences the common quest for wisdom through the differing and complementary disciplines.

The primary vehicle of instruction is the close study of great texts, distinguished by their power to illumine reflective minds across generations and cultures. Although each of these works presents a face of the human soul and its deepest moral and metaphysical concerns in concrete, particular historical contexts, each also possesses the genius to lead reflective thinkers into a consideration of first things.

Core Courses (See most recent *General Bulletin*)

1. HOMER AND VERGIL. A study of the *Iliad* and the *Odyssey* of Homer and Vergil's *Aeneid*.

2. PLATO AN()Tj(P)kQ70 T ()Ø T4.6 ((),56)Tj(P)wTf-0.00ch0 T ((),(h)10.9 MC .8 (t)-4.1 (s3-1.7 (r)-2 (f (d (um)6

Literature Reading List

* indicates works on the IPS Core Reading List

Narrative and Dramatic Literature

Homer, **The Odyssey*

Aeschylus, *Oresteia*

Sophocles, *Oedipus the King*, *Oedipus at Colonus*, *Antigone*

Euripides, *The Bacchae*, *Hippolytus*

Aristophanes, *The Frogs*, *The Clouds*

Geoffrey Chaucer, *Troilus and Creseyde*, *The Canterbury Tales* (General Prologue, Knight's Tale,

Miller's Tale, Wife of Bath's Tale, Merchant's Tale, Franstg0a2(og)10.6ilst.e, (f)-2 ()-11 (B)6 (at)-2.6 (h)TJ0 Tc 0 T

George Herbert, "The Altar," "Affliction," "Prayer (I)," "Jordan (I)," "Virtue," "The Pulley," "The Collar," "Easter Wings," "Love (III)"

John Milton, "Lycidas," "On the Morning of Christ's Nativity," "How Soon Hath Time," "When I Consider How My Light is Spent," "Methought I Saw My Late Espoused Saint"

William Blake, "Introduction" to *Songs of Innocence*, "Introduction" to *Songs of Experience*, "The Lamb," "The Tyger," "The Sick Rose," "The Garden of Love," "London," "Mock on, Mock on, Voltaire, Rousseau," "O Did Those Feet in Ancient Times"

William Wordsworth, "Lines Composed a Few Miles above Tintern Abbey," "She Dwelt among the Untrodden Ways," "A Slumber Did My Spirit Seal," "I Wandered Lonely as a Cloud," "Michael," "Composed upon Westminster Bridge," "Ode: On Intimations of Immortality from Recollections of Early Childhood," "The Solitary Reaper"

John Keats, "On First Looking into Chapman's Homer," "La Belle Dame Sans Merci," "Ode to a Nightingale," "Ode on Melancholy," "Ode on a Grecian Urn," "To Autumn"

Robert Browning, "My Last Duchess," "Fra Lippo Lippi," "Andrea del Sarto," "Two in the Campagna," "Childe Roland to the Dark Tower Came," "Caliban upon Setebos"

Emily Dickinson, "Safe in their Alabaster Chambers," "The Soul Selects Her Own Society," "After Great Pain a Formal Feeling Comes," "I Heard a Fly Buzz When I Died," "Because I Could not Stop for Death," "Further in Summer than the Birds," "Tell All the Truth but Tell it Slant," "As Imperceptible as Grief"

William Butler Yeats, "Easter 1916," "The Wild Swans at Coole," "The Second Coming," "Leda and the Swan," "Dialogue of Soul and Self," "Sailing to Byzantium," "Byzantium," "Among School Children," "Lapis Lazuli"

T.S. Eliot, "Preludes," "The Love Song of J. Alfred Prufrock," "Gerontion," *The Waste Land*, "The Journey of the Magi," "Ash Wednesday"

Robert Frost, "Nothing Gold Can Stay," "Mending Wall," "Birches," "After Apple-Picking," "The Road Not Taken," "Stopping by Woods on a Snowy Evening," "For Once, Then Something," "Desert Places," "Design," "Never Again Would Birds' Song Be the Same," "Directive"

Wallace Stevens, "Sunday Morning," "Thirteen Ways of Looking at a Blackbird," "Anecdote of a Jar," "The Snow Man," "The Idea of Order at Key West," "A Postcard from the Volcano," "Of Modern Poetry," "The World as Meditation," "To an Old Philosopher in Rome"

Literary Criticism

Aristotle, *The Poetics*

Sir Philip Sidney, "An Apology for Poetry"

William Wordsworth, "Preface to *Lyrical Ballads*"

Samuel Taylor Coleridge, *Biographia Literaria* (selections)

John Keats, Selected Letters

T.S. Eliot, "Tradition and the Individual Talent"

Allen Tate, "The Man of Letters in the Modern World"

Wallace Stevens, "The Noble Rider and the Sound of Words"

Derrida, "Structure, Sign, and Play in the Discourse of the Human Sciences"

Philosophy Reading List

Parmenides

On Nature

Plato

Republic
Apology

Leibniz _____	<i>Discourse on Metaphysics</i> <i>Monadology</i>
Locke 	<i>Essay Concerning Human Understanding</i> (Intro.; Bk. 1, ch. 1; Bk. 2, ch. 1–13, 19–27, 31–33; Bk. 3, ch. 1–3; Bk. 4, ch. 1–4, 9–11, 18–19)
Hume _____	<i>An Inquiry Concerning Human Understanding</i> <i>Dialogues Concerning Natural Religion</i>
Rousseau	First Discourse: <i>Discourse on the Sciences and the Arts</i>
Kant _____	<i>Grounding for the Metaphysics of Morals</i> <i>Critique of Pure Reason</i>
Hegel	<i>Philosophy of Spirit</i> (Part 3 of the <i>Encyclopedia of Philosophic Sciences</i>)
Kierkegaard _____	<i>Fear and Trembling</i> <i>Concluding Unscientific Postscript</i>
Mill _____ _____	<i>Utilitarianism</i> <i>On Liberty</i> <i>The Subjection of Women</i>
Nietzsche _____	<i>Genealogy of Morals</i> <i>Thus Spake Zarathustra</i>
Bergson	<i>An Introduction to Metaphysics</i>
Husserl _____	<i>Ideas I</i> , section 2: “The Fundamental Phenomenological Outlook” “Philosophy and the Crisis of European Humanity” (Vienna Lecture, in the appendix to <i>Crisis of European Sciences and Transcendental Phenomenology</i>)
Wittgenstein _____	<i>Tractatus Logico-Philosophicus</i> <i>Philosophical Investigations</i>
Heidegger _____ _____	<i>Being and Time</i> “What is Metaphysics?” “The End of Philosophy and the Task of Thinking”

Politics

The study of politics at the University of Dallas comprises all things human. If the polis is the association whose purpose is the complete human life, then politics includes all the activities whose end is the complete human life. In reflecting upon these activities, politics becomes philosophic. Indeed, it is only political philosophy, whose founder was Socrates, which takes seriously the possibility of the best regime as the

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Politics Reading List

Thucydides, *The Peloponnesian War*

Aristotle, *Politics*

Cicero, *Republic*

Plutarch, *Parallel Lives*, selections: Theseus, Romulus; Lycurgus, Numa; Alcibiades, Coriolanus; Alexander, Caesar.

Thomas Aquinas, "Treatise on Law," selections: *Summa Theologiae*, I-II, Questions 90-101, 104-105, 108.

Machiavelli, *The Prince*

Languages

Students must fulfill the language requirement in one of three ways:

is taken. The student is expected to know the text or texts thoroughly, including the major secondary literature.

2. A one-and-a-half hour oral examination is usually given within three weeks of the written examination. It includes questioning of the student's answers in the written examination, but may also include other questions about any of the texts on the concentration reading list

Institute M.A.

Students in the Institute may apply for a Master of Arts in their concentration upon successful completion of forty-two credits (on)1Td(e (f)-4 72 71.002 Tw 11104.540 .2 (n)116 (w)1(-4.614 (e)16246(r)6.91.7 (2)h(e(i)4627

who is a potential reader of their dissertation. Graduate students are reminded, however, that faculty members give these courses without remuneration, and we ask therefore that students have a compelling reason for requesting them.

Non-Credit Matriculation (Doctoral Readings Courses)—Revised Policy

Doctoral Readings courses serve several purposes: they enable students to maintain full-time status when they near the end of their studies, defer loans, maintain use of the library, and, above all, enable the student to be recognized

- x In the employment context, unreasonably interferes with the victim's work performance or creates an intimidating, hostile or offensive work environment.
- x In the education context, is sufficiently severe, pervasive or persistent that the conduct interferes with a student's ability to participate in, or benefit from, educational programs or activities of the University.
- x Examples of sexual harassment may include, but are not limited to:
 - o Pressuring another to engage in sexual behavior for some educational or employment benefit (*quid pro quo* sexual harassment);
 - o Persistent unwelcome efforts to develop a romantic or sexual relationship;
 - o Unwelcome commentary about an individual's body or sexual activity;
 - o Unwanted sexual attention;
 - o Repeatedly engaging in sexually-oriented conversations, comments or horseplay, including the use of language or the telling of jokes or anecdotes of a sexual nature in the workplace, office, or classroom, even if such conduct is not objected to by those present; or
 - o Gratuitous use of sexually-oriented materials, not directly related to the subject matter of a class, course or meeting, even if not objected to by those present.

Sexual Harassment under Title IX

Sexual harassment under Title IX means conduct on the basis of sex that satisfies one or more of the following:

- x An Employee of the University conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- x Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and

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Malicious or false charges Because accusations of unlawful discrimination are extremely serious and