

Chapter X

Course Modules
for the
Primary Degree Programmes
and
Diploma Programmes
in the
Faculty of Philosophy

Understanding Modules and Credits

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

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

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

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

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

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

Faculty: The Faculty of Philosophy responsible for this module.

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

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

Modules for Higher Diploma and Diploma in Philosophy and Arts

First Year Programme

The following list of modules will be offered for the First Years of the HDP and DPA Programmes in the current year.

Module Code	Module Title	Lecturer	Semester	Credits
PY101	Introduction to Philosophy*	Casey	1	5
PY125	Fides et Ratio*	Ryan	1	5
PY129	The History of Modern Philosophy	Moroney	1	5
PY130	General Ethics	Gorevan	1	5
PY203	Philosophy, Politics and Religion	Ryan	1	5
PY 211	The Cinema of Transcendence (HDP only)	Casey	1	5
PY117	The Philosophy of the Human Being I	Casey	2	5
PY131	The History of Contemporary Philosophy	Moroney	2	5
PY132	Issues in Ethics	Moroney	2	5
PY104	The Philosophy of Religion	Ryan	2	5
PY124	Logical Reasoning and Critical Thinking*	Ryan	2	5
PY134	Atheism and Philosophy	Gorevan	2	5

The 3 modules above with an **asterisk** (*) are exclusive to 1st years. All other modules are in common with 2nd years.

Elective and Special Modules:

Students in Year One of the DPA and HDPa Programmes are required to take **one Elective and Special Courses** and **one of the Language Modules Course Descriptors for Elective and Special Courses and Language Modules are described in Chapter 4.**

Elective & Special Courses

EL 256 Teaching Religion in a Contemporary Irish School	Sheridan	2	5
EL 264 Philosophy of Religion	Egan	1	2.5
EL 269 Music & Theology in Dialogue	Fitzpatrick	1	2.5
EL 276 Major Essay	Faculty		
EL 257 Mission Outreach	Team Taught	*S	2.5
EL 281 Tradition and Diversity: Judaism from the First to the Twenty-First Century	TBA	*S	2.5
EL 255 Road map for Dreamers?	O'Connell	*S	2.5

S* = Please note these modules will be offered in May/June 2017.

Module Code	Language Modules:	Lecturer	Semester	Credits
BL181	Introduction to Biblical Greek	Lanigan	1	2.5
BL182	Introduction to Ecclesiastical Latin	O'Sullivan	1	2.5
BL183	Introduction to Biblical Hebrew	Leslie	2	2.5
	Modern Language	Language Centre	1 or 2	2.5

Second Year Programme

The following list of modules will be offered for the Second Years of the HDPa and DPA Programmes in the current year.

Module Code	Module Title	Lecturer	Semester	Credits
PY129	The History of Modern Philosophy	Moroney	1	5
PY130	General Ethics	Gorevan	1	5
PY203	Philosophy, Politics and Religion	Ryan	1	5
PY209	Mary in Spirituality, Literature and Art *	Casey	1	5
PY 211	The Cinema of Transcendence (HDPa only)	Casey	1	5
PY117	The Philosophy of the Human Being I	Casey	2	5
PY131	The History of Contemporary Philosophy	Moroney	2	5
PY132	Issues in Ethics	Moroney	2	5
PY104	The Philosophy of Religion	Ryan	2	5
PY210	Themes in Logic and Analytical Philosophy*	Gurmin	2	5
PY212	Academic and Personal Reflection II	Casey	2	5
PY134	Atheism and Philosophy	Gorevan	2	5

The 2 modules above with an *asterisk* (*) are exclusive to 2nd years. All other modules are in common with 1st years.

Elective and Special Modules:

Students in Year Two of the DPA and HDPa Programmes are required to take **One Elective and Special Course**. A student may also take one of the *Language Modules* as an *Elective and Special Course*. ***Elective and Special Course are described in Chapter 4.***

Elective & Special Courses

EL 256 Teaching Religion in a Contemporary Irish School	Sheridan	2	5
EL 264 Philosophy of Religion	Egan	1	2.5
EL 269 Music & Theology in Dialogue	Fitzpatrick	1	2.5
EL 276 Major Essay	Faculty		
EL 257 Mission Outreach	Team Taught	*S	2.5
EL 281 Tradition and Diversity: Judaism from the First to the Twenty-First Century	TBA	*S	2.5
EL 255 Road map for Dreamers?	O'Connell	*S	2.5

S* = Please note these modules will be offered in May/June 2017.

Module Code	Language Modules:	Lecturer	Semester	Credits
BL181	Introduction to Biblical Greek	Lanigan	1	2.5
BL182	Introduction to Ecclesiastical Latin	O'Sullivan	1	2.5
BL183	Introduction to Biblical Hebrew	Leslie	2	2.5
	Modern Language	Language Centre	1or 2	2.5

Module Descriptors for Higher Diploma and Diploma in Philosophy and Arts

Semester one

Introduction to Philosophy (1st years)

Lecturer: Rev Dr Thomas Casey SJ

Module Code: PY101

Department: Philosophy

Module Level: Level 8

Credit Rating: 5 ECTS

Aims

- Using the philosophy of Plato, to provide an introduction to the nature of the philosophy, its goals and methodology, and how it differs from other disciplines.
- To furnish an overview of several of the main areas of philosophy.
- To identify similarities and parallels between philosophy and Christianity.

Learning Outcomes

Upon successfully completing this course, students will be able to:

- Appreciate the nature and methodology of philosophy in a deeper way.
- Name and describe the principal areas of philosophical inquiry and demonstrate how they relate to one another.
- Acquire familiarity with crucial themes and questions in the philosophy of Plato.
- Ascertain an improvement in thinking and writing skills.

Indicative Syllabus

Key questions and issues to be explored include the following:

What is philosophy? Opinion versus knowledge. The nature of justice. What is language? What is virtue? What is desire? Happiness and goodness. Art and beauty. What is freedom? Death and the immortality of the soul.

Elements and Forms of Assessment

Essay: 50%

Exam: 50%

Fides et Ratio (1st years)

Module Code: PY125

Lecturer: Dr Denise Ryan

Department: Philosophy

Module Level: 8

Credit Rating: 5

Aims:

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

Learning Outcomes: At the end of the module the student will:

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

Indicative Syllabus:

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

Course Text:

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

Relevant handouts will be made available throughout the module.

Elements and Forms of Assessment:

Essay: 40%

End of Semester Exam: 60%

The History of Modern Philosophy

Module Code: PY 129

Lecturer: Rev Dr Patrick Moroney SVD

Module Level: 8

Credit Rating: 5

Aims

- To understand the modern period of philosophy.
- To see how the main ideas of the modern period have influenced subsequent thought, including theology.
- To comprehend how empiricism interacted with the rise of science.
- To understand both the Enlightenment and Romanticism.

Learning Outcomes

- The students should be able to understand clearly the difference between rationalism and empiricism as movements in the history of philosophy, on the one hand, and rationalism and empiricism as methods of acquiring knowledge, on the other hand. Also, to know how the two meanings are related.
- They should know the meaning of the Enlightenment and Romanticism and how each, in its way, has influenced subsequent thought, including theology.
- They should be aware that the enlightenment-scientific-sceptic attitude and the romantic-feeling-imagination attitude are part and parcel of human nature so they should accept differences of perspective.
- Their understanding of individualism should be enhanced by knowing about its roots.
- They should comprehend why epistemology became important and metaphysics declined in the modern period.

Indicative Syllabus

- The Renaissance, Reformation, discovery of America and the technical inventions were the matrix that constituted the transition from the Medieval period to the Modern period
- Rationalism, Descartes, Spinoza, Leibniz
- Blaise Pascal

- Empiricism, Francis Bacon, Hobbes, Locke, Berkeley, Hume
- Kant: Rationalism & Empiricism combined
- Idealism, Hegel, Schleiermacher
- The Enlightenment – the fruits of Modern Philosophy
- Romanticism – a reaction against the Enlightenment

Form of Assessment

Participation in Class: 10%

Essay: 40%

Exam: 50%

General Ethics

Lecturer: Rev Dr Patrick Gorevan

Module Code: PY130

Department: Philosophy

Module Level: Level 8

Credit Rating: 5 ECTS

Aims:

This course aims to offer an introduction to ethics as a whole.

Learning Outcomes:

This course will help students to approach a description of the moral act in a considered way, as well as discussing moral development, conscience and freedom.

Indicative Syllabus:

This course compares the approaches to morality of:

- Virtue ethics,
- Kantian ethics
- Forms of utilitarianism.

Elements and Forms of Assessment:

Essay: 40%

Final paper: 60%

Philosophy, Politics and Religion

Module Code: PY 203

Lecturer: Dr Denise Ryan

Department: Philosophy

Module Level: 8

Credit rating: 5

Aims:

To introduce students to political reflection on the State from a philosophical perspective, and to compare such reflection with Catholic Social Teaching.

Learning Outcomes:

- Identify the historical lines of political reflection on the ‘State of Nature’ and the ‘Social Contract’ from the Western perspective, beginning with Plato and proceeding through Augustine and Aquinas, to contemporary thinkers such as John Locke, John Stuart Mill, and John Rawls.
- Discuss the explanations given for the ‘State of Nature’ and the reasons why many philosophers argued for the necessity of a ‘Social Contract’.
- Explain how Machiavelli’s political philosophy seems to fracture the relationship between politics and morality.
- Discuss the political position of a number of key thinkers including Plato, Augustine, Hobbes, Rawls, and the body of social justice teachings as found in Catholic Social Teaching.
- Analyse John Rawls’ argument as set out in *A Theory of Justice*, and compare this argument to the findings of Catholic Social Teaching.
- Identify the relationship between secular political philosophical thinking and Catholic Social Teaching.

Indicative Syllabus:

This course engages with the political writings of Western philosophers and theologians. It takes a chronological approach by first looking at the work of Plato and Aristotle in the ancient period, then moving to Augustine and Aquinas in the medieval period. In the modern period Hobbes, Locke, and Mill are discussed in preparation for a contemporary discussion of Rawls’ theory of justice. Finally, having traced the reflection of the various principal political thinkers in the history of philosophy, the latter part of the course will

look at pertinent ‘political’ papal encyclicals, beginning with *Rerum Novarum* (1891). In this way the tradition of Catholic Social Teaching and ‘secular’ political philosophy are brought together and analysed in order to see points of similarity and divergence. It is hoped that the student through exposure to the history of political thought and Catholic Social Teaching will be better able to take a position on the key elements essential for the formulation of a modern ‘just’, ‘good’ and ‘fair’ society. Some lectures will be given over to close personal reading of the texts.

Course Text:

Jonathan Wolff, *An Introduction to Political Philosophy*, (Oxford: OUP, 2006) 2nd edition.

Elements and Forms of Assessment:

Essay: 40%

End of semester exam: 60%

Mary in Spirituality, Literature and Art (2nd years)

Lecturer: Rev Dr Thomas Casey SJ

Module Code: PY 209

Department: Philosophy

Module Level: Level 8

Credit Rating: 5 ECTS

Aims

To introduce students to how Mary has been understood over the course of the centuries in spirituality, literature, and art.

Learning Outcomes

Upon successfully completing this course, students will be able to:

- Identify and comment on certain of the distinctive aspects of Patristic thought on Mary, with particular reference to the Latin, Greek, and Syriac traditions.
- Illustrate the significance of the Orthodox understanding of Mary, especially in its iconography, hymns, and liturgical feasts.
- Discover how the privileged status ascribed to Mary by the *Qur'an* could help to build bridges between Christianity and Islam.
- Discern the role of Mary in Dante Alighieri's *The Divine Comedy*.
- Critically engage with the portraits of Mary provided by various mystics.
- Be familiar with the place of Mary in the devotional life of Christians.
- Appreciate the distinctive features of Mary in the Irish spiritual tradition.

Indicative Syllabus

- Three Patristic perspectives on Mary: Saint Ephrem the Syrian, Saint Augustine of Hippo, and Saint John Damascene.
- Mary in the Orthodox tradition.
- Mary in the *Qur'an*.
- Mary in the *Divina Commedia*.
- Mary as seen by mystics.
- Mary in the devotional life of Christians.
- Mary in Irish spirituality.

Elements and Forms of Assessment

Essay: 50%

Exam: 50%

Semester Two

The Philosophy of the Human Being I

Module Code: PY 117

Lecturer: Rev. Dr. Thomas Casey SJ

Department: Philosophy

Module Level: Level 8

Credit Rating: 5 ECTS

Aims:

- In this first of two courses dedicated to the philosophy of the human being, we clarify the nature of philosophical anthropology, and explore three fundamental aspects of human existence: the interpersonal dimension, the bodily existence of human beings, and what it means to belong to the world.

Learning Outcomes:

- To arrive at an in-depth understanding of what it means to be human.
- To understand and evaluate some of the principal philosophical questions associated with the study of the human being.

Indicative Syllabus:

- What is philosophical anthropology?
- Gabriel Marcel on intersubjectivity.
- Edmund Husserl and Max Scheler on the body as *Leib* and the body as *Körper*.
- The notion of the *Lebenswelt*.
- George Orwell and George Steiner on the importance of the world of words and language.
- Gabriel Marcel on how the world of mass society can dehumanize us.

Elements and Forms of Assessment:

Continuous Assessment: 50%.
End of Semester Examination: 50%.

The History of Contemporary Philosophy

Module Code: PY 131

Lecturer: Rev Dr Patrick Moroney SVD

Module Level: 8

Credit Rating: 5

Aims

- To understand the ideas, values and attitudes promoted by contemporary philosophy.
- To comprehend how the certainties of the modern world-view were undermined.
- To realise how complex and ambiguous the human mind is.

Learning Outcomes:

- The students should be aware of the priority of concrete, personal experience over fixed abstract principles.
- They should recognize that human knowledge is subjectively determined by a multitude of factors.
- They should realise that the search for truth is constrained to be tolerant of ambiguity and pluralism.
- They should be cognizant that the discovery of the unconscious collapses the old boundaries of interpretation.

Indicative Syllabus:

- Marxism
- Pragmatism
- Phenomenology
- Paul Ricoeur and Symbolism
- Existentialism – Kierkegaard, Gabriel Marcel, & Martin Buber
- Postmodernism.

Form of Assessment:

Participation in Class: 10%

Essay: 40%

Exam: 50%

Issues in Ethics

Module Code: PY 132

Lecturer: Rev Dr Patrick Moroney SVD

Module Level: 8

Credit Rating: 5

Aims

- To facilitate the students in becoming intellectually familiar with some of the relevant ethical issues of the 21st century.
- To help them know the pros and cons of each of these ethical issues.
- To let them see that the difference between the conflicting parties where some of these issues are concerned is more a disagreement in attitude rather than a disagreement about facts.

Learning Outcomes

- To present the students with the Catholic position on these ethical issues, which is usually based on the natural law.
- To get them to rationally appreciate the different opinions on these issues.
- To help them realise that on most of these issues is it best to agree to disagree, while personally adopting the Catholic position on them.

Indicative Syllabus

- Human rights
- Toleration
- Abortion
- Suicide & Euthanasia
- War and Peace
- Heterosexuality, Homosexuality, Lesbianism and Transgender

Form of Assessment

Participation in Class:	10%
Assignment	20%
Essay:	40%
Exam:	30%

Philosophy of Religion

Module Code: PY 104

Lecturer: Dr Denise Ryan

Department: Philosophy

Module Level: 8

Credit Rating: 5

Aims:

To introduce students to the philosophical debate pertaining to the existence and nature of God.

Learning Outcomes: At the end of the module the student will be able to:
Identify the historical lines of argument concerning the existence and nature of God.

Discuss philosophically the relationship between reason, science, and religion.
Explain the various proofs for the existence of God (ontological, cosmological, teleological), and assess their validity and reference to the contemporary debate concerning God's existence.

Analyse the problem of evil, and assess its major challenges for the existence of an omnipotent, all-knowing, and benevolent God.

Explain the theory of evolution, and assess its impact on belief in the existence of God.

Discuss the positions of a number of key atheist thinkers including Feuerbach, Nietzsche, Dawkins, etc., and assess their findings on the question of the existence and nature of God.

Indicative Syllabus:

This module takes as its starting point the philosophical debate concerning the existence and nature of God. It will also consider the interplay between reason, science, and religion. The most common arguments for the existence of God, namely; the cosmological, ontological and teleological arguments, will be identified and outlined with a view to assessing their validity.

Particular attention will be paid to the philosophical issues that arise within the contemporary 'God debate' in connection with the theory of evolution, and theories concerning the make-up and origins of the universe. The philosophical problem of evil will be examined as it presents a major challenge to belief in an all-knowing, all-powerful and all-good God. Finally, some aspects of secular thought and religion will be outlined. Such discussion

will begin with reference to the German philosopher Ludwig Feuerbach (1804-1872) and trace secular thinking from the 19th century. Philosophical theological responses to secular thinking will be considered.

Course Text:

Brian Davies, *Introduction to the Philosophy of Religion* (Oxford: OUP, 2004)

Elements and Forms of Assessment:

Essay: 40%

End of semester exam: 60%

Logical Reasoning and Critical Thinking (1st years)

Module Code: PY 124

Lecturer: Dr Denise Ryan

Department: Philosophy

Module Level: 7

Credit Rating: 5

Aims:

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

Learning Outcomes:

On successful completion of the course students should be able to:

Identify the ways in which we are tempted to reason incorrectly.

Identify fallacious arguments in everyday situations, e.g., work situations and media.

Analyse the main components of an argument (premises and conclusion).

Discriminate between valid and invalid forms of reasoning.

Translate everyday language into standard syllogistic form and test the validity of the argument, applying the rules of the syllogism.

Translate everyday arguments into standard modern logical notation of the propositional calculus, and test the validity of such arguments, using the truth-table method.

Indicative Syllabus:

This module will begin with informal fallacies, the two main types with which we will be dealing are fallacies of relevance and fallacies of ambiguity.

Logicians use the term fallacy to designate not just any error in reasoning but typical errors which can be identified and named. Particular attention will then be paid to the categorical syllogism and the methods for testing for validity.

This part of the module will deal with such topics as the square of opposition: immediate inference and the translation of everyday language into standard logical form. In the final section of the module students will be introduced to symbolic logic, which, in contrast to Aristotelian logic, is a logic of propositions, in which propositions are taken to be the basic units.

Course Materials:

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

Elements and Forms of Assessment:

Essay and in-class test: 40%

End of semester exam: 60%

Themes in Logic and Analytical Philosophy (2nd years)

Module Code: PY 210

Lecturer: Dr J. Haydn Gurmin

Department: Philosophy

Credit Rating: 5 ECTS Credits

Aims:

To introduce students to modern debates in logic and analytic philosophy, and to consider themes such as consciousness, self, the mind-body problem, and God from within that framework.

Two Lectures and one tutorial

Indicative Syllabus:

This module draws on the foundations laid down in ‘Logical Reasoning and Critical Thinking’. As such it traces the development of twentieth-century analytic philosophy through studying the work of some of its major exponents. The focus will be on - the historical development of logic, the emphasis placed on language, and the implication of the developments in logic and language for the question of the existence of God. An emphasis will be placed on the work of Ludwig Wittgenstein, Noam Chomsky and John Searle. Themes such as the mind-body problem, consciousness, self, Artificial Intelligence, and arguments concerning the origin of religion from a natural perspective will be debated and considered. Some reflection from Catholic thinkers on these themes will also be outlined. In particular, the Jesuit philosopher-theologian, Henri de Lubac’s arguments in *Sur les chemins de Dieu (The Discovery of God)* will be examined.

Texts:

Hans-Johann Glock, *What is Analytic Philosophy?* (Cambridge: CUP, 2009)

Henri de Lubac, *The Discovery of God* (Edinburgh: T&T Clark, 1996)

Learning Outcomes:

Identify different logical approaches such as syllogistic, propositional, predicate, modal, non-classical logic, and their relationship to reason.

Discuss the major philosophical position of the ‘earlier’ and ‘later’ Wittgenstein.

Articulate the philosophical approach to language, world and God.

Explain various themes in philosophical analysis from the perspective of the analytic style, such as consciousness, Artificial Intelligence, and self. Examine the argument for the origin of religion from a natural perspective. Critically assess the findings of Henri de Lubac's thoughts on the 'discovery of God' as compared to the natural explanation for the origin of religion.

Time Allowance for Constituent Elements:

Lectures	24 Hours
Private Study:	24 Hours

Elements and Forms of Assessment:

Continuous Assessment:	100%
Presentation (800 words)	20%
Minor Essay (1,000 words)	20%
Major Essay (2,000 words)	60%

Atheism and Philosophy

Lecturer: Rev Dr Patrick Gorevan
Module Code: PY 134
Department: Philosophy
Module Level: Level 8
Credit Rating: 5 ECTS

Aims:

‘In her loyal devotion to God and men, the Church strives to discover the hidden causes for the denial of God; motivated by love for all men, she believes these questions ought to be examined seriously and more profoundly’ (*Gaudium et Spes*, 21).

This quotation from Vatican II gives a sense of the background to this course and of its purpose.

Learning Outcomes:

This course will help the students to apply critical thinking to traditional accounts of the emergence of secularism.

Indicative Syllabus:

Charles Taylor, Louis Dupré and Brad Gregory have shown in different ways that it was religious thinking and religious needs which gave rise to the non-sacred, secular sphere. This tempers the subtraction narrative according to which it was the power of secularism which eventually won over a ‘hollow’ religious culture.

This course will point to the development of secularized thinking in cultural and philosophical contexts.

Elements and Forms of Assessment:

Essay: 40%
Final paper: 60%

Academic and Personal Reflection II

Lecturer: Rev Dr Thomas Casey SJ

Module Code: PY 212

Department: Philosophy

Module Level: Level 8

Credit Rating: 5 ECTS

Aims

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

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

Learning Outcomes:

On successfully completing this module, students:

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

Indicative Syllabus:

The portfolio should be at least 25 pages in length, and made up of four parts.

The first part should comprise a written reflection of what has been learning prior to entering the present programme, especially what the student has learned from the “school of experience”.

The second part should comprise a summary of every course taken during the first three semesters of the programme. In the summary, the student should name the course, identify its theme, describe the most important lesson learned from it, give a short account of the assessment undertaken for the course, and include a short extract from the assessment. The student should explain to what extent the essay helped in assimilating the aims of the course. The student should also give an account of the articles and/or books read for the course, and present the most important points learned from these readings. In the third part of the portfolio, the student should present the central academic and personal questions that have emerged during the study of philosophy.

N.B. These questions should not be a verbatim repetition of what was written in the first year portfolio, but should provide evidence of deeper engagement with the questions involved. Additionally, the student should write a brief account (maximum of 2 pages) on how key questions such as the nature of the person, of the good life, of reality, etc., are differently understood as a result of studying philosophy.

In the fourth part of the portfolio, the student should describe the “self-learning” that has been gained. For instance, what things did you learn most easily? What was most difficult for you to learn? What brought you the most joy in learning? What frustrated you the most? What surprised you the most? What effect have these two years of learning had upon you personally, intellectually, and morally? To conclude this fourth part, the student should look to the future. The following questions may be used as guidelines: Are there values and priorities you have learned through your course of studies that you expect to affect or influence your life and studies in the future? If you were beginning the programme again, what would you do differently? Looking back over the two years, what do you feel most grateful for, and what are you most disappointed about?

Elements and Forms of Assessment:

The portfolio for the second year should be at least 25 pages (60,000 characters, including spaces). Students may include images, passages from literature, etc., as long as these items have shaped their learning, and do not take up (in total) more than 20% of the length of the portfolio. Two printed copies of the portfolio must be submitted at the end of the Easter holidays

preceding the final part of the second semester of the second year. This is in order to permit sufficient time for evaluation.

It also gives students sufficient time to make revisions should the committee of evaluation deem this necessary.

The two printed copies of the portfolio should be submitted to the Director of the programme, who will convene two persons in order to evaluate it.

An oral discussion with a panel of two people will be subsequently convoked in order to tease out, together with students, the various questions raised by the portfolio.

For the purposes of the assessment of both the written portfolio and the oral discussion, particular attention will be paid to the following: the ability of students to describe clearly academic and other activities, to reflect on these activities and how they have influenced their thinking, to extrapolate principles and draw conclusions, to explain how new learning can be applied in future situations, and to summarize what they have learned in a cogent and thoughtful manner.

Final Assessment: 100%. Assessment will be based on the written portfolio and a subsequent discussion between each student and one or two lecturers.

The Cinema of Transcendence ***(HDP A Students only)***

Lecturer: Rev Dr Thomas Casey SJ
Module Code: PY 211
Department: Philosophy
Module Level: Level 8
Credit Rating: 5 ECTS

Aims

- In line with the etymology of the word “transcendence” used in the title of this course, this seminar explores how cinema can help audiences to “climb” (*scandere*) “beyond” (*trans*) everyday concerns, and turn their attention to spiritual and metaphysical questions. In order to achieve this goal, we will concentrate on the relationship between the visual experience of film and its emotional impact upon the audience.
- To develop the skills to evaluate the kinds of emotions that films stir up in viewers, so that students can distinguish between movies that provide only a strong immediate feeling of joy and those that bear fruit in a long-term emotional effect; so that students can differentiate between films that only flirt with interiority and those that genuinely challenge us to engage in the inner journey to be free.

Learning Outcomes

Upon successfully completing this course, students will be able to:

- Notice the kinds of movies that merely stir up nice feelings that cost nothing, but achieve little else apart from this.
- Identify the kind of cinematic art that awakens reverence for everything that is truly sacred rather than just seducing spectators with the desire for pleasure or the will to power.
- Distinguish between films that awaken true wonder and those that only draw audiences into stereotypical reactions.
- Recognize the kinds of films that are true to the pain of the world and that open up viewers to genuine love and compassion.
- Appreciate the challenge of creating films that truly draw viewers into an encounter with mystery.

Indicative Syllabus

Screenings will be drawn from a broad range of films, possibly including *The Third Man* (1949) by Carol Reed; *The Gospel According to St. Matthew*

(1964) by Pier Paolo Pasolini; *The Dead* (1987) by John Huston; *The Lord of the Rings* (2001-2003) by Peter Jackson; *Into Great Silence* (2005) by Philip Gröning; *The Tree of Life* (2011) and *To the Wonder* (2012) by Terrence Malik; *The Life of Pi* (2012) by Ang Lee.

Elements and Forms of Assessment

The assessment is made up of three elements:

- A reflective film review of 1,000 words: 25%.

The film review should demonstrate familiarity with the film being reviewed, and with at least one other film made by the same director, in order to give a sense of comparison and contrast; in addition, you should refer to how critics have reviewed the film, and you should use their thoughts to shape your own informed views.

- A 15-minute presentation on one of the films screened during the course: 25%

This presentation should demonstrate how a particular film deals with spiritual hungers and the desire for transcendence, and also pose at least 2 questions you will ask us to discuss when you finish your presentation. Make sure to define clearly the topic(s) you are focusing on, and what particular aspects you are exploring.

- An evaluation of each student's presentation (except your own): 50%
Each evaluation should be at least 500 words. It should cover the following 3 points:

1. Did the student clearly express the point of view? Did the student defend this point of view? Did the student provide adequate evidence in support of this position? Was the presentation well-structured? Did it help you to understand the film better?
2. How effective were the cinematic examples that were used? Did the examples clearly support the presenter's point of view? Were enough examples provided?
3. Summarize the exchange that followed the student's presentation. Did the presentation give rise to a fruitful discussion? What were the most helpful comments or questions? Did the presenter respond effectively to the questions posed? Did any points remain unclear?