ENGLISH:

Late Victorian Fiction of Sir Arthur Conan Doyle

The purpose of this directed study is to examine Sir Arthur Conan Doyle’s representation of crime in London through the character of detective Sherlock Holmes and his assistant Dr. Watson. Through an in-depth study of the Sherlock Holmes stories published in the Strand magazine between 1891 and 1905, we will analyze Doyle’s presentation of the ethical questions raised by Holmes’ detective work and his scientific methods, as well as the representation of the heroic and the reader’s understanding of Holmes through Watson’s meta-narrative. In the course of this study, we will examine Doyle’s own scientific and medical background, the true-life inspiration for the character of Sherlock Holmes, and the reception and continuing cultural reinterpretation of the Sherlock Holmes stories. We will examine the heroic model of Holmes, situated between the romantic era and the burgeoning scientific era; the search for truth through narrative; the epistemological necessity of “the other”; and the role of sacrifice in the pursuit of truth.

The Eighteenth Century British Novel

This course seeks to explore the origin and development of the eighteenth-century British novel. It attempts to define this fluid and experimental genre by comparing it to, and differentiating it from, earlier forms of prose fiction. It examines a range of theories on the emergence and rapid maturity of the genre in the period as well as on the distinct operation of “novelistic discourse” (M.M. Bakhtin). It also considers the appeal of this genre to women writers and readers. Of particular interest will be the new subjectivities or identities forged in this adaptable literary form, subjectivities that are embedded in the social, economic, political, and religious realities of the period.

Foundations in Ethical Being

This special topics course examines the classical foundations of ethics and surveys several Christian thinkers on the topic of ethics that influence the development of an ethical framework for leadership and communication. Under consideration will be the way certain thinkers have addressed ethics in a postmodern culture, the approach to ethical frameworks, the role of the person, and the relationship of Christianity and ethics. This course examines what Bonhoeffer means by “being there for the world” and the current emphasis on the need to recover the foundations for an ethical framework of communication. The works will be considered in their historical, philosophical, and cultural context, in combination with close reading and various theoretical interpretative approaches.
Studies in Fairy Tale

This course is designed to address fairy tale studies and gender discourse. In this course the student will explore the long fairy tale tradition, reading representative primary texts from the oral tales, recorded tales, nineteenth to twenty-first century literary creations, including George MacDonald’s formative contribution, as well as film representations of the genre. The student will engage with various critical approaches to the discourse, including psycho-analytical, socio-political, moral and/or spiritual, with a particular emphasis on gender theory.

Nineteenth Century Novel

This course offers a study of representative novels and novelists from nineteenth-century Britain. The novel as a genre flourished during this time, as the novel’s form was shaped by writers such as Jane Austen, Charlotte Brontë, Charles Dickens, George Eliot, and Thomas Hardy.

Milton and the Romantics

John Milton’s influence on works of literature composed over the past three centuries has long been recognized. Milton’s epic vision, aesthetic grandeur, generic and stylistic ingenuity, scriptural and classical expertise, and political and religious commitment merge to ignite in his writings radically new ways of imagining the human condition, the operation of social relations (familial, educational, legal, political, ecclesiastical), the nature of the holy, and the significance of the literary word. An agent of a fragile emerging state, Milton sought to accrue cultural capital through priestly discourse, presenting himself as the “sole advocate of a discount’nanc’t truth.” In Defensio Secunda, Milton writes, “It is a singular favour of the divinity towards me, that I, above others, was chosen out to defend the cause of liberty” (9.86-87). Milton clearly spoke into his own turbulent historical moment where civil war, regicide, nascent republicanism, and monarchical restoration were the order of the day. Yet he also envisions his writings as transhistorical (or universal) in nature, as capable of speaking of that which has been and of that which is to come.

Though Milton would have expected his visionary works to influence writers of future generations, he may have been surprised by the specific reception and re-visioning of his texts by Romantic authors. Not all critics are even persuaded that Milton’s influence has benefitted his literary successors in the Romantic period. As Peter J. Kitson reminds us, his impact on the Romantics has been variously viewed as “pernicious, dictatorial, debilitating,” “liberating” and “inspirational” (“Milton: The Romantics and After”). In this course, we will read and closely analyze Comus, Paradise Lost, Paradise Regained, Samson Agonistes, and Areopagitica, before examining the ways in which these Miltonic works inform the texts of such writers as Cowper, Blake, Wordsworth, Coleridge, Byron and the Shelleys.
Gothic Fiction

The purpose of this directed study is to trace the development of Gothic fiction as a genre, from its early development in Ann Radcliffe’s works through to the “sensation fiction” of the late nineteenth-century, to a consideration of modern “Gothic” culture. We will consider the current scholarly fascination with Gothic Literature, entering into the conversation via readings in *The Cambridge Companion to Gothic Fiction*. This study of the Gothic genre will provide the student with the experience of a greater variety of authors and time-periods than a non-genre based course.

The Poetics of Resistance, Affirmation and Assimilation

A study of twentieth-century literary writings, their forms and conventions, as investigated through the poetry of political resistance, affirmation and assimilation and their effect on modern identity. This course will offer the student a thorough exposure to the various schools of the modern and postmodern periods with an emphasis on the ruptures in and establishment of literary conventions and interpretations as foundational to the writing of self-identifying creative narrative.

Shakespearean Trauma and the Early-Modern Suffering Self

This course will examine the treatment of the “traumatic” in the dramatic works of William Shakespeare. Given that the concept of psychological trauma was formulated and developed in the nineteenth and twentieth centuries, the course will examine the extent to which this modern psychological concept can be appropriately applied to pre-modern texts, particularly the early-modern plays of William Shakespeare. Modern discourses used to categorize and describe Post-Traumatic Stress Disorder will be compared with the early-modern discourses of suffering, violation, grief, melancholy, despair etc. that appear in Shakespearean texts. This comparison will assist in the determination of whether such Shakespearean emotions are historically-embedded and culturally-specific or whether they are universal, transhistorical emotions that can, and should, be aligned with modern accounts of the traumatic.

The Poetics of Spiritual Search in Twentieth Century America

A study of twentieth-century poetics, its forms and conventions, as investigated through the poetry of political resistance during the mid-twentieth century in America. This course will offer the student exposure to the various schools of American poetry in the modern and postmodern periods with an emphasis on the poetry of spiritual search. Poets studied will include Denise Levertov, Thomas Merton, Charles Wright, Richard Wilbur and Wendell Berry. Students will be required to apply literary analysis of theoretical aspects of poetics such as voicing, music, syntactical manipulation, complex metaphor and imaging. Historical contexts and cultural
influences will be the contexts for these studies as will various theoretical and interpretive practices, including New Criticism, New Historicism, Psychoanalytic and Feminist approaches.

The Poetics of Thomas Merton

The poet, monk, mystic, culture critic and spiritual writer Thomas Merton remains one of the most influential commentators and literary artists from the Christian perspective in twentieth-century America. Converted from agnosticism and liberal humanism to the vows of the silent Cistercian Order through a dramatic spiritual encounter while a graduate student at Columbia University in New York City, Thomas Merton, already a recognized poet, chose self-marginalization as his posture for the hermeneutical posture from which to study, engage, and subvert much of conventional literary, political, social, and religious hegemony by his experience as a mystic and seer. In his poetics are embedded his profound commitment to the Incarnation at the heart of Christian orthodoxy and a poetics that calls for serious study and critique to search out its power. Applying literary questions and the analysis of critical theory to Merton’s poetics will provide the means to assess Merton’s literary and religious influence in twentieth century American poetry.

The Works of William Cowper

This course examines the works of William Cowper (1731-1800). Cowper’s writings, from his poems to his translations and his hymns to his autobiographical prose, will be situated in their literary, political, socio-economic and religious contexts. Cowper's works will be read as significant aesthetic artifacts as well as “speech acts” or “performative utterances” intent on altering the world in which they were composed (J.L. Austin). Cowper’s writings will be seen to participate in, and often interrogate, the most important discourses of his age, including empiricism, enlightenment, sensibility, evangelicalism, romanticism, nationalism, colonialism, revolution, and abolitionism. This course will also explore the reception history of Cowper, especially the tendency to dismiss the significance of his works because of his perceived disability (mental illness), and will demonstrate that Cowper deserves a more central place in the literary canon.

The Solitary Tradition in American Literature

In the American literary tradition, the writings of solitaries have often given voice to their commitment to defend and foster the rights of human freedom and ethical significance, anchoring their literary, social and cultural influence even though they have positioned themselves at the margins of their milieus. H.D. Thoreau, Walt Whitman, Emily Dickinson and even Jonathan Edwards are such literati whose solitude has grounded their literary and religious aesthetics. In this study, their writings will be examined in relation to this paradigm. The student will be required to apply the analysis and employment of theoretical aspects of
voicing, metaphor and the construction of worldview meta-narratives as central components of their aesthetics and its influence on the tradition of American literature.

**Canada’s Fictional North**

This course will examine portrayals of the Canadian North in contemporary fiction from a wide range of Canadian authors. To situate these narratives in the broader discussion of Canadian identity and the North, the course will consider the fictional texts in light of a selection of literary and political discourse. Through this combination of literary analysis and critical dialogue, the course will explore the question of whether the Canadian North is myth in the sense of a narrative for the foundation of a national identity, or in the sense of a fiction that misrepresents Canada and its people.

**The Theology and Imagination of George MacDonald and C. S. Lewis**

The works of C. S. Lewis and George MacDonald continue to impact our Christian culture today. Lewis was heavily influenced by MacDonald’s writing, and much of his engagement with the subjects of goodness and holiness stem from his appreciation of MacDonald’s unique and complex theology. This course will attempt to engage the mythopoetic vision of both Lewis and MacDonald, and the way this vision, through their fantasy writings, offers a framework through which we might come to understand and interpret our own Christian faith. We will focus especially on the question of how self-knowledge is both a mirror of and gateway to the knowledge of God, and how the concepts of imagination and beauty portray a true picture of what MacDonald and Lewis both considered to be ultimate reality (namely the transcendent).

**Medieval Women Mystics**

The study of the visionary literature of female medieval mystics through the lens of modern feminist theory and theology. The primary sources studied include, but are not limited to, the writings of Julian of Norwich, Margery Kempe, Catherine of Siena, Marguerite Porete, Hildegard of Bingen, Saint Bridget of Sweden, Christine de Pizan, and Mechthild of Magdeburg.

**Madeleine L’Engle**

This course is designed to address Joy Steem’s interest in Madeleine L’Engle studies and literature as ethical and spiritual discourse. In this course she will explore representative texts from the wide range of L’Engle’s work, including fantasy and realistic novels; autobiography; poetry; and writings about art and Christian faith. She will engage with various critical approaches, including psycho-analytical, socio-political, gender, and theology-as-text, with a particular emphasis on the moral imagination in terms of ethical and spiritual discourse.
South African Apartheid Literature

This course explores issues within South African literature written during the apartheid, through a study of works in English.

Poetics and the Poetry of Writing

A study and practise of form and content as they combine to offer poems of literary value and how that value is both derived and assigned by the writer and reader of poetry. Students will be required to apply the analysis and employment of aspects of poetics such as techniques for the generation of text, the imaging of narrative, syntactical transitions, thematics, and revision.

Drama to 1642 - Excluding Shakespeare

The study of selected dramatic works written in English prior to the closing of the theatres in 1642, including medieval mystery and morality plays and works by Elizabethan, Jacobean and Caroline playwrights, excluding Shakespeare.

Nature Writing and identity

A study of representative works of nonfiction literature about spiritual identity and nature. There is a long tradition relating back to biblical writings about the role of nature and the quest for spiritual identity and understanding. Works for discussion include the major American voices in this area beginning with H.D. Thoreau and concluding with contemporary writers such as Annie Dillard. The theoretical aspects of narratology, self-identification, ecological commitments in literature and notions of Divinity and their relation to the natural world will be explored.

Origins of the English Novel

The purpose of this directed study is to consider the origins and development of the english novel as a genre. We will consider the current scholarly debate about when the English novel actually began to exist as a distinct genre. This study of the origins of the novel will provide the student with the background necessary for his research interest in the novel as a genre, and on the innovations of later novelistic forms.

Twentieth Century Poetics

Poetics of Writing the Self
Augustine’s City of God

Poetics of Walt Whitman

Theological Imagination: C.S. Lewis & George MacDonald

James Baldwin: The Dialectic of Race and Religion

Individual Authors: Billy Collins; J.M. Coetzee

HISTORY:

African-American Slavery

History 607: African-American Slavery will survey the changing nature of and approaches to the study of the “peculiar institution” in the United States with a specific focus on slave culture in the American south. The course will examine some of the most influential works in the extensive historiography of African-American slavery and touches on a selection of those that have made a substantial impact by way of a particular interpretation or methodological approach. We will evaluate the effectiveness of the various historiographical and methodological strategies that have been applied to the study of African-American slavery over time.

De/colonizing Gender in African History

History 607 will survey the changing nature of and approaches to the study of gender in African history. The course will include an assessment of historians’ views of the idea of gender as both an imported western notion and an indigenous African concept. We will evaluate the effectiveness of various historiographical and methodological strategies for studying gender as an integral and integrated part of Africa’s past.

Hermeneutics of Historical Fiction

An exploration of the nature of historical fiction and an analysis the relationship between storytelling and history. Historical fiction as it is presented in movies, documentaries or novels has become one of the primary avenues for relaying historical information to the general public. It is important, therefore, that the hermeneutic framework behind representations of the past be analyzed. Important questions arise: Is “history” an interpretation or representation of “the” or “a” past or perhaps many pasts? Does the author have license to
adapt historical information to fit into the narrative framework? Can (or should) a historian judge a work to be misleading if it makes “mistakes” whether intentional or not? What is the relationship between audience and text in determining the function of past as “history” in Western literature? This course will delve into theories of historical interpretation/representation and will trace the context within which historical fiction became a prominent feature of western societies.

Canadian Ideas of Human Security

History 607: Canadian Ideas of Human Security will survey the changing nature of and approaches to the ways Canadians have considered human security. The course will be divided into three sections – historical surveys of Canada’s military history, cold war Canada and its position in the world, and the changing nature of human security in the post-cold war world. In each section we will consider Canadian responses to warfare and security and the impact of those responses in shaping Canadian politics (both foreign and domestic) and Canadian identity, and the way Canadians understand their role on the global stage.

Indigenous Representation of First Nations-Canadian Relations

This course will examine the history of First Nations in Canada from pre-contact with Newcomers through to the present time from various perspectives as articulated by First Nations authors. Broad economic, social and political themes that intersect with the history of Canada’s original peoples will be covered including early encounters, fur trade economy, governmental policy, Christianity and culture, education, reservations and land claims but with special consideration for the ways in which First Nations people utilize and reshape the historical narrative. It will survey the major eras – assimilation, protection, civilisation, marginalisation, and integration – by specifically highlighting the observations and experiences of First Nations in Canada.

The Irish in Nineteenth Century Canada

A course of directed reading and research which examines the experience of the Irish in nineteenth century Canada. It will begin with examination and evaluation of the historical literature of the Irish in Ontario and move to focus on readings and research on the experience of the Irish in another part of Canada.

Memory and Historical Representation

An exploration of how past events are represented through memory, with a special focus on oral testimony, film, and literature of traumatic events like the Holocaust, the dropping of
atomic bombs in Japan during World War Two, and First Nation’s residential school experiences in Canada. How have historical events been relayed to the general public? What are the theoretical frameworks behind representations of the past when memory is its primary source? Important questions arise: What are the implications of “history” functioning as an interpretation or representation of “the” or “a” past or perhaps many pasts? Does an author have license to adapt historical information to fit into their narrative framework in traumatic events like the Holocaust, the Japanese experience during World War Two or First Nations who attended residential schools in Canada? Is there an onus on “survivors” to tell their story in a certain way? Can these stories ever be adequately represented, even by those who are intimately associated with its events? Can (or should) a historian judge a work to be misleading if it makes “mistakes” in its representation? What is the relationship between audience and text in determining the function of past as “history” in highly politicized events?

**First Nations and Education in Canada**

This course is designed to expose the student to the historical context of the education of First Nations communities in Canada. Through a series of readings and discussions the student will be exposed to the broad issues such as historical context for the various philosophies of education used in educating First Nations people in Canada and the pedagogy utilized to accomplish the stated objectives of educators, especially those within a religious context. More specifically, the students will be exposed to literature that has theorized the government and ecclesiastical policies that guided the education and explore the continuities and differences across time and space. The course will encourage the student to explore the role that education has played in the formation of ideas of class, gender, ethnicity and race and its importance in the formation of regional and national identity.

**Conservative Tradition in Upper Canada**

History 607: The Conservative Tradition in Upper Canada will survey the intellectual history of Upper Canada through the colonial period, 1791 - 1867.

**Christian Perspectives on Israel**

The Christian Zionist movement is a broad and resilient one that has taken many forms over the years. In the wake of the establishment of the Jewish state and the stunning victory of Israel over its neighbours in the 1967 war, it gained new currency. This in turn provided an impetus for the popularization of a particular form of Christian Zionism associated with the dispensational millenarian perspective.
This course is designed to give the student a general introduction to the history of the Christian Zionist movement since 1948 and to primary and secondary source material of relevance to the movement in its various forms. It also provides the student with exposure to political, cultural, and historic critiques of Christian Zionism, especially those that have arisen in the past two decades.

20th Century Canadian Military

History 607: Interpreting the Canadian Military in the 20th century will survey the changing nature of and approaches to interpreting the Canadian military and its history in the twentieth century. The course will be divided into three sections – historical surveys, writing Canadian military history, and post-cold war Canadian military history. In each section we will examine Canadian responses to war and warfare and the impact of those responses in shaping Canadian politics (both domestic and foreign policy), society, and culture and the way Canadians understand their (un)military tradition. We will evaluate the effectiveness of various historiographical and methodological strategies for studying the Canadian military in the twentieth century.

Christianity in Asia Minor 325-451

This course is a successor to Pre-Nicene Christianity (HIST 670) and is meant to guide the student through the first four ecumenical Councils held in Asia Minor from 325 in Nicaea and concluding in 451 in Chalcedon. Many significant changes took place during this 126 year period. Since the first four councils were held in the eastern regions of the empire, it is of interest to determine in what manner the councils shaped the theology of the Greek Patristic Tradition. Further, the three Cappadocian Fathers were very influential in setting the foundations for the Greek Patristic Tradition. The focus, therefore, will be on the influence of the first four ecumenical councils and of the Cappadocian Fathers on Greek orthodox theology.

Issues in Nursing History

This course critically examines issues in Canadian Nursing History, with an emphasis on the 20th century. It explores ways in which religion, politics, gender, race, economics, technology, culture, war and epidemics influenced nursing in Canada. Finally, it examines how seminal and new historiography shaped and is reshaping contemporary understandings of nursing history.

Renaissance Humanism and Education

HIST 607 is a graduate-level directed study designed to introduce students to a specific, significant topic in history and related primary and secondary sources. This course will examine
the philosophical, philological, and educational movement known as humanism as it developed first in Italy in the 14th and 15th centuries and then spread to the rest of Europe. This course will especially focus on the various methodological and theoretical approaches that have influenced the way that modern historians have analyzed and explained Renaissance humanism and its relationship to education in the west.

**International Conflict Management**

This course is designed to provide broad exposure to the themes in international conflict management for the graduate student. It is provided as a survey of theories and strategies of dealing with the problem of armed conflict at the global level. It focuses on the causes and roots of warfare in the international system, and the ways that various actors and decision-makers deal with international conflict. It further deals with the varying strategies used to confront, reduce, and eliminate armed conflict and the manifestations of violence in the modern world, from the perspective of governments, international organizations, and civil society.

The course is delineated into four divisions. After a first introduction to the family of theories of violence and conflict management, it moves on to classical and then contemporary solutions to the problem of armed conflict. Finally, it engages the issue of conflict management in various geographic regions.

**Zionism, the Holocaust, and Israeli Identity**

The creation of the state of Israel arose out of the colonial period and the rise of the Zionist movement beginning in Europe. The foundation of the modern state of Israel was the culmination of the activities of the Zionists dating back to the late nineteenth century. Yet it coincided with the time in which worldwide and Jewish society were dealing with the social and political implications of the Holocaust. Not surprisingly, the Holocaust has had an important role to play in defining the nature of Israeli national identity, and hence the Zionist impulse, since that time. This course is offered as a survey of the historical development of Zionism as a pillar of the Israeli state and its particular relation to Israeli images of identity arising out of the Holocaust. It surveys literature in the history of Zionism, the politics of Zionism and religion in modern Israel, and reflection on the problem of the Holocaust in the work of selected Israeli authors and artists in translation.
The Canadian Charter

The aim of this directed study is to examine the background to the adoption of the Canadian Charter of Rights and Freedoms and what political changes it has wrought in Canada. This will require a broad range of readings starting with some on foundations of our legal system. We will then move into background and foundations of the Charter and Charter interpretation. We will finish with looking specifically at the leading cases involving the “dialogue between the courts and Parliament.”

Feminism & Canadian Women

History 607: Feminism in Canadian Women’s History will survey the changing nature of and approaches to interpreting first-wave feminism and the suffrage movement as aspects of Canadian women’s history. The course will also examine the ways that the first- and second-wave feminist movements have influenced the writing of Canadian women’s history. By following the interpretive trajectory through the twentieth century, we will evaluate the effectiveness of various historiographical and methodological strategies for the study of feminism and its impact on the way we understand Canadian society.

US Religion & Politics 1775-1860

A course of directed readings which explores the relationship between religion and politics in the crucial years from the founding of the republic to the Civil War.

First Nations-Canadian Relations in BC

This course is designed to expose the student to the historical context of many of the specific challenges facing the Aboriginal people living within British Columbia today. A broad historical basis for understanding many of the social issues facing First Nations today such sovereignty, conflicts over aboriginal rights and title, education, health and sexuality will be explored. A research project that combines the historical context of the Heiltsuk First Nation with specific emphasis on their traditional sexual mores and practices will be used to inform the on-going development of a sex education program that is being implemented into their communities.

Development of Christian Doctrine

Does Christian doctrine necessarily develop or is it delivered once and for all in the Bible? This question forms the main concern of this course as it exposes students to the idea of doctrinal development in Christian theology. Through a selection of ideas, persons, issues, and
institutions that have contributed to the idea of doctrinal development it encourages students to grapple with the inevitable change of history as it relates to Christian doctrine.

**Renaissance Humanism and Education**

HIST 607 is a graduate-level directed study designed to introduce students to a specific, significant topic in history and related primary and secondary sources. This course will examine the philosophical, philological, and educational movement known as humanism as it developed first in Italy in the 14th and 15th centuries and then spread to the rest of Europe. This course will especially focus on the various methodological and theoretical approaches that have influenced the way that modern historians have analyzed and explained Renaissance humanism and its relationship to education in the west.

**Enlightenment Thinkers**

This graduate on-line course will involve reading selected works from 4 key political philosophers of the Modern Era: Montesquieu, Rousseau, Immanuel Kant, and Adam Smith. The intellectual context of each political philosopher will be studied prior to examining their major writings. This will enable the student to understand the intellectual milieu in which the thinker is situated, the social, political, historical problems being raised in that milieu and the accepted and proposed solutions to those problems and issues.

**Gender and the Charter**

**Transatlantic British Empire**

**Historiography & the Oriental Debate**

**Memory and the Holocaust**

**PHILOSOPHY:**

**Empiricism**

This course consists of a close read of substantial portions of the seminal writings of John Locke, George Berkeley, and David Hume, who are known for their articulation of empiricism in its classical form. The course includes a reading of a famous 20th century defense of empiricism, and a critic of the whole movement.
**Foundations of Ethics**

This course directs its attention to theories of ethics in Western civilization, beginning with the Greeks and Romans, including explicitly Christian thought, and ending with the modern (and postmodern) era where the feasibility of finding an adequate theory is in question. The important contributions of many theorists are reviewed, with a view to discovering their place in ethics. At the conclusion of the course, the student is expected to read a work and extract the ethical theory within it.

**Philosophy of Science**

This course is an examination of central philosophical issues raised by science. The topics include the demarcation of science from non-science, scientific method, explanations and laws, scientific progress, confirmation, reduction, the structure of theories, realism and instrumentalism, and the structure of theories postulating unobservable objects.

**Metaphysics and Epistemology**

This course surveys core concepts in metaphysics, epistemology, and philosophical method.

**John Austin**

An examination of the major writings and influence of the English philosopher of law, John Austin.

**Frankfurt School**

An examination of some of the major writings and influence of the Frankfurt School.

**George Grant**

An examination of the major writings of the Canadian philosopher George Grant.

**Edmund Burke**

An examination of the major writings and influence of the English conservative philosopher Edmund Burke.
**Leibniz**

This course surveys Leibniz’s metaphysics in general, and his perspectives on possibility and necessity in particular. Particular attention will be paid to Leibniz’s view of the universe, his ideas on possible worlds and also on the problem of evil.

**Human Nature**

This directed study is designed to provide a comprehensive overview of philosophies of human nature in the Western tradition, based on a selection of the “Great Works” (from antiquity, the Middle Ages, and modernity).

**Karl Marx**

A close examination of Marx’s philosophy of history and politics, his indebtedness to Hegelian philosophy, his influence on 20th century philosophy, and contemporary versions of Marxist philosophy.

**Gadamer’s Philosophical Hermeneutic**

**Perspectives on Religious Ethics**

**Aristotelian Ethics**

**Theological Aesthetics**

**Perspectives on Religious Ethics**

**Philosophical Method**

**Nietzsche**