**COURSE DESCRIPTIONS**

**GRADUATE COURSES, Spring 2019**

**Studies in Ancient Philosophy – Aristotle on Friendship, Love and the Shared Life**

Tim Roche

PHIL 4/6211, CL 333

TR 1:00-2:25

<History>

**COURSE DESCRIPTION:**

We begin with a discussion of some of the main concepts of Greek ethics prior to Aristotle in order better to understand the background and context of Aristotle’s discussions of ***philia***(friendship/love/affection). We then read some or all of books 1, 2, 3, 5, 6, 7 and 10 of the *Nicomachean Ethics*. The final preliminary will be to examine Plato’s *Lysis* and to remind ourselves of the contents of his *Symposium, Republic* and *Phaedrus*. After this we use Michael Pakaluk’s translation and commentary to engage in an intensive analysis of Aristotle’s account of ***philia*** in books 8 and 9 of the *Nicomachean Ethics*. The aim of the course will be to understand and evaluate what Aristotle has to say about ***philia*** (including personal friendship, civic friendship, familial love) and some of what he tells us about ***eros*** (passionate/sexual love). We explore the roles played by these forms of affection in Aristotle’s moral and political thought.

**REQUIRED TEXTS:**

**1.** Irwin, Terence (trans.), *Aristotle. Nicomachan Ethics* (2nd ed.). (Hackett).

 ISBN: 0-87220-465-0.

**2.** Pakaluk, Michael (trans.), *Nicomachean Ethics*, *Books VIII and IX*. (OUP).

 ISBN: 0-19875-104-4.

**3.** Photocopied material. This material consists of dialogues (e.g., Plato’s

 *Lysis*, *Euthydemus*), selected passages from dialogues (e.g., from the

 *Symposium, Phaedrus, Republic*, *Laws*, etc.), and selected passages from

 various treatises of Aristotle’s (including *Eudemian Ethics*, *Magna Moralia,*

 *Politics*, *Historia Animalium, Generation of Animals*, etc.). The material will

 be uploaded to the Content section of the eCourseware site for the class.

**RECOMMENDED TEXTS:**

**1.** John M. Cooper (ed.), *Plato*. *Complete Works*. (Hackett). ISBN: 0-87220-349-2.

**2.** Jonathan Barnes (ed.), *The Complete Works of Aristotle* (Princeton

 University Press). ISBN: 0-69109-950-2.

 **3.** Plato. *Symposium*. Alexander Nehamas & Paul Woodruff (trans.) (Hackett).

 ISBN: 0872200760.

**4.** Plato. *Phaedrus*. Alexander Nehamas & Paul Woodruff (trans.) (Hackett).

 ISBN: 0872202208.

**COURSE REQUIREMENTS:** A midterm paper and a final paper. (Graduate students enrolled in the class will be required to discuss secondary literature in their papers and may substitute a class presentation of a section of the required reading for the midterm paper).

**Philosophy of Mind**

Shaun Gallagher

PHIL 4/6421

R 2:30-5:30, CL 333

<Theoretical>

<Cognitive Science Certificate>

**COURSE DESCRIPTION**

The course will cover major issues and debates in recent philosophy of mind after reviewing some of the basic concepts and discussions. Topics include behaviorism; reductive, non-reductive, and eliminative versions of materialism; functionalism; phenomenal consciousness; computational models; mental causation; action, free will, notions of self, and more recent embodied, enactive and extended models of

the mind. There will be some guest lectures. NOTE: This is listed as a hybrid course. That means that some of the sessions are online, and some of the sessions are in class.

**TEXTS**

All texts will be available online.

**COURSE REQUIREMENTS**

 Class participation in discussion

 Final exam

 10-15 page research paper.

**Seminar in Major Figures: Hegel (Logic)**

Mike Monahan

PHIL 7/8020

M 5:30-8:30, CL 333

<History>

 As Hegel understood the term, “logic” referred to the systematic understanding of thinking itself. It is the bedrock of his overall philosophical *system*, where thought begins to grasp its own inner workings explicitly. Consequently, it entailed far more than what contemporary philosophers mean by the term, and many of the most fundamental aspects of Hegel’s systematic thought, from his understanding of the dialectical nature of reason to his “idealist” metaphysics, are described most directly and thoroughly in his works on Logic. Despite this fact, those are the texts least often studied by contemporary students of Hegel’s thought, a fact which can lead to a great deal of misunderstanding and misinterpretation not only of Hegel, but of many of the subsequent thinkers to make use of Hegel (as a springboard and/or a foil). This course will offer an in-depth study of one of his principal texts on logic, *The Encyclopaedia Logic*, as well as to some of the more recent work on or about Hegel’s logic. The aim is thus not only to provide students with a solid grasp of Hegel’s logic, but to demonstrate the continued significance and relevance of this aspect of Hegel’s thought to ongoing issues and debates in philosophy.

**TEXTS**:

Justus Hartnack – *An Introduction to Hegel’s Logic* (Hackett, 2007)

G.W.F. Hegel – *The Encyclopaedia Logic* (Hackett, 1991)

Additional texts by Angelica Nuzzo, Rocío Zambrana, and Chris Yoemans, among others.

**REQUIREMENTS:**

2 Response papers (approx. 2,000 words each, offering a close analysis of a specific text)

Term Paper (Approx. 6,000 word each)

**Perception and Perceptual Experience**

Somogy Varga

PHIL 7203/8203

W 5:30-8:30

<Theoretical>

**COURSE DESCRIPTION**

This course engages in a comprehensive study of some central topics and theories in contemporary philosophy of perception. We will examine questions about the contents of perception and about the phenomenal character of perceptual experience. Moreover, we will explore how prominent theories explain how perception enables us to acquire knowledge of the world. In the final part of the course, we will cover specific issues at the intersection of philosophy of perception and the contemporary empirical sciences of the mind.

**Course Requirements**

Students will be required to make a presentation, to introduce a text, and to submit a 15-page paper.

**Required texts**

Fish, William (2010). *Philosophy of Perception: A Contemporary Introduction*. London: Routledge.

Searle, John (2015). *Seeing Things as They Are: A Theory of Perception*. Oxford: OUP.

**Seminar in Political Philosophy: Philosophical Perspectives on Terrorism**

Verena Erlenbusch-Anderson

PHIL 7541/8541

T 2:30–5:30, CL 333

<Practical>

**COURSE DESCRIPTION**

It is commonly acknowledged in academic and public discourse that the term terrorism is problematic. Given its various meanings and conceptual usages, a crucial question is whether and, if so, how we ought to use the term. While calls for consistency in use treat terrorism as a merely descriptive term and fail to acknowledge its normative function as an evaluative concept, demands to abandon the concept altogether ignore the pragmatic importance of the term and risk silencing marginalized communities to articulate and theorize state and state-sanctioned violence visited upon them.

This course examines a range of methodological approaches in critical theory, broadly construed, to explore ways of thinking critically about terrorism. In particular, we will try to recover normative concepts of terrorism from knowledges that are typically discredited as pre- or non-conceptual. As an example of a critical use of the concept for emancipatory political aims, we will examine African American discourses of lynching as racial terrorism.

**Requirements for Graduate students**:

Presentation of a reading assignment (15%)

In-class paper presentation (15%)

In-class commentary on another student’s paper (15%)

Abstract (10%)

Term paper (45%)

**COGNITIVE SCIENCE SEMINAR**

Pavlik

PHIL 7/8514, FIT 405

W 2:20-5:20

<Theoretical>

Please contact Dr. Pavlik for the course information.