

**GRADUATE COURSE DESCRIPTIONS
SPRING 2013**

Studies in Ancient: Aristotle's *De Anima* (4211/6211)

Tim Roche
M W 12:40-2:05
<History>

Course Description

The focus of the course is Aristotle's philosophy of the soul. The *De Anima* is the starting point, or base text, for our study of his work in this area. Using this treatise, we investigate Aristotle's theories of the nature and fate of the soul, the soul's relation to the body, psychic capacities such as those for perception, memory, imagination, dreaming, movement, action, and practical and contemplative intellectual activities. Our initial inquiries will lead us to consider various texts from Aristotle's other writings in psychology, in particular, some of the writings contained in the *Parva Naturalia*. These works include *On Sense and Sensible Objects*, *On Memory and Recollection*, *On Sleep and Waking*, *On Dreams*, and *On Prophecy in Sleep*. We also consider relevant passages from Aristotle's *De Motu Animalium*, *Metaphysics*, and *Nicomachean Ethics*.

Texts

Required

Hamlyn, D.W. and Christopher Shields (1993), *Aristotle's De Anima: Books II and III*, Oxford: Clarendon Press. ISBN: 0198240856.

Hett, W.S., (1957), *On the Soul, Parva Naturalia, On Breath*, Cambridge, Mass./London, England: Harvard University Press (Loeb Classical Library Series). ISBN: 978-0674- 99318-1.

Recommended

Barnes, Jonathan (1984), *The Complete Works of Aristotle*, Princeton: Princeton University Press.

Cooper, John (1996), *Plato: Complete Works*, Indianapolis: Hackett.

Course Requirements

Regular attendance, class participation, a midterm paper, and a final paper.

Recent Anglo-American Philosophy: The World of Wittgenstein (4422/6422)

Deborah Tollefsen
R 2:30-5:30
<Analytic>

Course Description:

Ludwig Wittgenstein (1889-1951) is arguably one of philosophy's most tortured souls. He struggled both professionally and personally throughout his life. His students and colleagues struggled to make sense of his ideas when he was alive and the struggle is no less difficult or dedicated today. Despite his enigmatic character, he remains one of the most influential thinkers of the 20th century. The aim of this course is to walk away with (1) a decent sense of what is actually going on in the central text of Ludwig Wittgenstein's later thought, the *Philosophical Investigations* and *On Certainty* (2) a rough idea of the relationship between that work and the work of his youth, the *Tractatus*; (3) some awareness of Wittgenstein's place as a cultural figure and appreciation for his role in the development of recent Anglo-American thought.

Requirements:

4422

1. Take Home Midterm Exam
2. 5-10 page paper

6422

1. Take Home Midterm Exam
2. 20 page paper

Required Texts:

1. *Tractatus*
2. *Philosophical Investigations*
3. *On Certainty*
4. Ray Monk biography of Wittgenstein, *The Duty of Genius*
5. Additional Readings to be placed on *ecourseware*.

Social and Political Philosophy: Topics in Racial Justice (4551/6551)

Dale Matthew

W 2:30-5:30

<Analytic/Practical>

This course offers a survey of some of the answers contemporary philosophers have given to some questions concerning racial justice. We will begin by examining whether the work of the most prominent contemporary political philosopher, John Rawls, has the resources to properly address this aspect of social justice. In recent years philosophers have started to explore the potential of this body of work in this respect, and we will examine some of this work. From there we will turn to examine the nature of racism, and accounts of when and why discrimination is wrong. Questions we will consider include: Does the correct account of racism give it a behavioral, cognitive, or attitudinal analysis? Does racial injustice require racism, or does it merely require race-based discrimination? When is discrimination wrong? Is it only wrong when committed by the state (and perhaps private businesses), or can it also be wrong when committed by individuals acting in their private lives? When it is wrong, what makes it so?

Texts

Required readings will consist of selected journal articles and book chapters, and will be distributed online. Philosophers we will study include John Rawls, Seana Valentine Shriffrin, Tommie Shelby, Charles Mills, Jorge L. A. Garcia, Larry Alexander, and Matt Zwolinski.

Course Requirements

Graduate students will be required to submit a paper of 15-20 pages and make a presentation. Undergraduates will have to write two shorter essays. Some of undergraduates' grade will go to class participation. All students are required to attend class and be prepared to discuss the material.

Seminar in Metaphysics: Philosophy of Psychiatry (7414)

Somogy Varga

W 5:30-8:30

<Analytic/Theoretical>

Course Description:

This course engages in a thorough and in-depth study of some of the central issues in the increasingly growing field of the philosophy of psychiatry. The study of psychopathology reveals valuable aspects about the self and raises metaphysical, epistemological, ethical, and socio-political issues that sometimes challenge well-established theories. We will explore the philosophical problems connected to the concept of mental disorder, the role of value judgment in psychiatric practice, reductionist vs. non-reductionist approaches to mental disorder, but also learn about philosophical issues associated with particular disorders like schizophrenia, autism and depression.

Required Text

Fulford, Thornton, Graham, *Oxford Textbook of Philosophy and Psychiatry*. OUP, 2006

Course Requirements

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

Seminar in Contemporary Philosophy: Meaning (7203/8203)

Luvell Anderson

T 5:30-8:30

<Theoretical>

Course Description

What is meaning? What is it for a language to be meaningful? These questions have been the focus of investigation for philosophers of language throughout the 20th century. In this course we will investigate a few questions. What is the nature of meaning? What should a theory of meaning for linguistic expressions look like? We will consider how expressive language (e.g.

slurs, expletives and moral language) might complicate our theory of meaning. Finally, we will explore a few theories for the meaning of pictures.

Requirements

Each student will be required to present one of the readings in class. Students will also be required to write 2 papers, one 2500-word paper and one 3750-word paper.

Sample Readings

Paul Grice, *Studies in the Way of Words* (excerpts)
Merleau-Ponty, "The Body as Expression and Speech"
Donald Davidson, *Inquiries into Truth and Interpretation* (excerpts)
W.V.O. Quine, *Word and Object* (excerpts)
John Locke, "Of Words"
Gottlob Frege, "The Thought: A Logical Inquiry"
Michael Dummett, "What is a Theory of Meaning?"
Nelson Goodman, *Languages of Art*
Dominic Lopes, *Understanding Pictures*

Seminar in Modern Philosophy: Kant 3rd Critique (7301/8301)

Hoke Robinson

R 5:30-8:30

<History>

COURSE DESCRIPTION

Kant's Critique of Pure Reason (1781 & 1787) established the "transcendental turn" distinguishing appearances from things in themselves. Theoretical knowledge in general and Newtonian science in particular were restricted to the world of appearance, for which the knowing subject's understanding provided the structure (space, time and the categories). The practical realm, especially morality and religion, concerned things in themselves, and could bring reason into play free of the theoretical restrictions. The Critique of Judgment was designed to bring these two realms together: it provides an outline of Kant's system, and shows how the bridging concept of purpose functions in judgments of taste and of teleology. We will look primarily at the notion of taste (aesthetics), and look briefly at Kant's analysis of teleology.

Seminar in Major Figures: Derrida: The Political Animal (7020/8020)

Kas Saghafi

T 2:30-5:30

<Continental>

Course Description

If politics has often been depicted as the domain of "might makes right" where, in the words of La Fontaine, "the reason of the strongest [*la raison du plus fort*] is always the best," then Derrida

in *The Beast and the Sovereign* elects to pursue the corollary of this thought—that “man is wolf to man, *homo homini lupus*” (Plautus). The wolf, which has been portrayed as a savage beast capable of much violence and cruelty, has functioned in Western letters as a figure for political force and violence. If politics is a “lycology,” a discourse on the wolf (*lukos*), then one could say that much of Derrida’s recently translated seminar takes the shape of a genealogy of this wolf, a “genelycology,” tracking the prints of the syntagm *homo homini lupus* throughout Western philosophy and literature, from Plautus and Plutarch to Hobbes, Montaigne, and Machiavelli. If one can say that “the essence of the political has often been represented in the formless form of animal monstrosity,” then the seminar is concerned with “the figuration of the political, of the state and of sovereignty in the allegory or the fable of the monstrous animal.”

Throughout the first volume of his seminar, Derrida pursues the *analogy* between the political sovereign and the beast. His concern is with the well-known figuration of man in Aristotle’s *Politics* as “political animal” or “political living being” (*zoōn politikon*) (I.1253a3). Noting Aristotle’s use of the Greek word *zēn* (and not *bios*) for living and life in an early session of the seminar, Derrida briefly addresses Agamben’s recent project that has been extending Foucault’s biopolitics in pursuit of a notion of bare life (*zōē*). The course will take up this discussion as well as Derrida’s analysis of sovereignty, the role of animality, friendship, messianism, etc., through a careful study of *The Beast and the Sovereign*. In addition to the authors already mentioned, we will also engage with the writings of La Fontaine, Rousseau, Schmitt, Lacan, Celan, Valéry, Cixous, and Heidegger.

REQUIRED TEXTS

Jacques Derrida, *The Beast and the Sovereign*, volume 1, University of Chicago Press, 2009.

REQUIREMENTS

1. Short Papers: There will be two 5-6 page papers for this course. The papers will not require additional research beyond the assigned primary text. The aim of the papers is to get everyone thinking and writing about Derrida from early on in the semester. They will primarily be 1) summaries of particular arguments in a given section of *The Beast and the Sovereign*, or 2) attempts to explain how a particular term or concept is being used in a given section, or 3) attempts to elucidate the relation between a couple of terms or concepts in a section of the text. The short papers will be due at the beginning of the class on the 5th and 10th week of the semester.

2. Research Paper: A 15-page research paper will be required at the end of the course. The final paper could build on the themes and concepts treated in the short papers throughout the semester or could chart a new course.

COLLOQUIUM/SEMINAR: *Ontology of Life* (8051)

Mary Beth Mader and Stephan Blatti

M 5:30-8:30pm

<Theoretical>

DESCRIPTION: This seminar will explore an array of interrelated concepts that are both central to theoretical biology and of wider philosophical interest. Among the topics to be investigated are the following: life, organism, species, genealogy, heredity, unit of selection, life form, human nature, vital processes, and/or others. Two class meetings will be devoted to exploring every topic. Informed by recent work in philosophy of biology, each meeting will be organized by one instructor, with the other instructor leading the initial discussion. The distinct registers of analytic and continental theorizing will be both respected and transgressed.

Rather than a single, long paper, students will be required to submit two shorter and thematically connected papers—one in the analytic mode, the other in the continental mode. Please note that this seminar satisfies a theoretical distribution requirement, but not an analytic or continental distribution requirement.