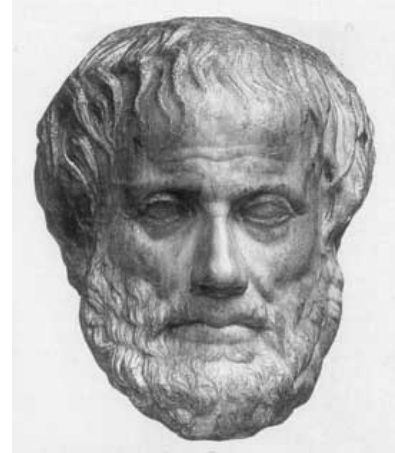


## **Phil 4010/5010-002: Advanced Topics in the Philosophy of Aristotle**

**Term:** University of Colorado-Boulder, Fall 2009  
**Time:** Tuesday & Thursday, 2:00-3:15pm  
**Place:** MCOL E186  
**Instructor:** Kathrin Koslicki  
**Office:** Hellems 271B  
**Office Hours:** Tuesday & Thursday, 3:30-4:30; and by appointment  
**Phone:** 303-492-7662  
**Email:** [kathrin.koslicki@colorado.edu](mailto:kathrin.koslicki@colorado.edu)



### **Course Description:**

This course is intended for advanced philosophy majors and graduate students. Instead of attempting a survey of Aristotle's work in its entirety, we will focus in this course on Aristotle's theory of *demonstrative knowledge* [epistēmē], as developed in the Posterior Analytics. We will begin by filling in some of the background required to make sense of Aristotle's philosophical project in the Posterior Analytics and examine briefly the notion of analysis in Greek geometry; Plato's conception of definition; Aristotle's syllogistic logic, as laid out in the Prior Analytics; and Aristotle's conception of cause or explanation, as discussed in Physics II. In our reading of the Posterior Analytics, we will be especially concerned with Aristotle's conception of demonstration (Posterior Analytics, A); definition and essence (Posterior Analytics, B) and the role these notions play in demonstration; as well as the distinction between deduction and induction (Posterior Analytics, B.19). We will conclude this course by comparing Aristotle's ideal of demonstrative knowledge, as set out in the Posterior Analytics, with his approach to the actual practice of science, as illustrated for example in such biological treatises as History of Animals, Generation of Animals, and Parts of Animals. Throughout, we will study the relevant Greek primary texts in English translation and accompany these readings with some selections from the vast secondary literature on Aristotle's conception of science and his philosophy of science.

### **Course Prerequisites:**

12 credit hours in philosophy (4 courses); or the instructor's consent.

### **Required Texts:**

- The Basic Works of Aristotle, ed. with an introduction by Richard McKeon, Modern Library, 2001 (paperback)
- Aristotle: Posterior Analytics, transl. with a commentary by Jonathan Barnes, 2<sup>nd</sup> Edition,

Clarendon Aristotle Series, Clarendon Press, Oxford, 1993

- Articles on e-reserve. (To find articles on e-reserve, go to <http://libraries.colorado.edu/search/p> and type in either the course number or my last name; you will then be directed to a list of readings which you can download as pdf files using your IdentiKey and password.)

**Work** (Undergraduate Students):

If you are an *undergraduate* student registered for the course, your grade in this course will be based on the following components:

- (i) ***Two in-class exams***: the first exam will take place approximately one third into the semester; the second exam will take place approximately two thirds into the semester (**50%** of your grade; **25%** each).
- (ii) ***Final paper***: due at the end of the course, on a topic of your choice, approximately 7-10 pages long (**25%** of your grade).
- (iii) ***In-class presentation***: to be given during the last two weeks of classes, based on your paper, approximately 15 minutes (**10%** of your grade).
- (iv) ***Attendance, participation & weekly comments*** (**15 %** of your grade): explained below.

**Final Paper & In-Class Presentation**:

This class has *no final exam*. In lieu of a final exam, you will be asked to write a paper, due on the last day of classes. Approximately two-thirds into the semester, you will be asked to choose a paper-topic and to speak briefly about your topic in class (for a few minutes). At this point, it is not yet necessary for you to have a draft of your paper written; all you need, at this stage, is a paragraph or short outline which describes in rough terms the thesis for which you would like to argue and how you envision arguing for it. The purpose of this part of the assignment is three-fold: (i) it gives me some idea of what each of you is planning to work on; (ii) it enables you to receive feedback on the paper-topic you have chosen both from me and from the other students in the class; and (iii) it insures that you will begin thinking about your paper about one month prior to when the paper is due, on the last day of classes. At some point during the last two weeks of classes, you will be asked to give a presentation in class (approximately 15 minutes including discussion) based on what you are arguing for in your paper. At this point, you should have a draft of your paper written. Based on the comments you receive in response to your presentation from me and the other students in the class, you will be able to revise your draft before you hand in the paper at the end of the term. I will pass out additional information concerning these assignments later in the semester.

**Work** (Graduate Students):

If you are a *graduate* student registered for the course, your grade in this course will be based on the following components:

- (i) ***In-class presentations:*** at least once (and possibly more than once), during the course of the semester, I will ask you to be responsible for the discussion of certain sections from the primary or secondary readings (**20%** of your grade). Ideally, the topic you pick should be one which you are at least considering for your term paper. While this is not obligatory, it will of course make your life easier.
- (ii) ***Term paper:*** due at the end of the semester, on a topic of your choice, approximately 20 to 25 pages long (**70%** of your grade).
- (iii) ***Attendance, participation & weekly comments*** (**10 %** of your grade): explained below.

#### Weekly Comments:

Please post your weekly comments to the discussion board on the course's CULearn site (<https://culearn.colorado.edu/webct/entryPageIns.dowebct>). They can be on any topic that interests you from the readings for that week. I encourage you to bring up the points you raise in your written comments during class discussion. Ideally, please post your comments each week prior to Tuesday's class; however, late comments (within reason) will be taken into consideration as well. You will not receive letter grades on individual submissions; rather, this portion of the grade will be determined cumulatively, together with your attendance and participation in class.

#### Attendance & Participation:

You are permitted to miss **two** meetings unexcused during the course of the semester; beyond that, only medical (or other extremely serious) excuses are acceptable. If you miss more than **ten** meetings, during the course of the semester, you automatically fail this class, regardless of how well you do on the other components of this course.

#### Tardiness:

I expect you to come to class on time. Arriving to class late is disruptive and hence not fair to the other students (and me) who are trying to concentrate on the course material. If you come to class more than **ten minutes** late, I will count you as absent for that day, no matter what your reason is for coming to class late. If you come to class late but you arrive within the first ten minutes of class, it is your responsibility to make sure at the end of the meeting that I have marked down your attendance.

#### Respectful Behavior:

In order to be able to create a comfortable learning-environment in this class, it is very important that we all express ourselves politely and respectfully. I ask that you not use inappropriate

language during class discussion, on the discussion board and in your written work. If I hear you using an inappropriate term during a class meeting, I will mark you as absent for that day. Using inappropriate terms on the discussion board or in your written work will adversely affect your grade. If you are unclear on what counts as an inappropriate term, I recommend that you err on the side of caution and consult me, if necessary.

### **Electronic Distractions:**

It's fine to bring your laptop to class and use it to take notes. All electronic distractions, however, are strongly frowned upon in this class (e.g., texting; using your laptop for anything not directly relevant to the material we are discussing in class, e.g., surfing on the internet or participating in social networking sites; etc.).

### **Academic Integrity:**

The CU community takes academic integrity very seriously. Examples of academic dishonesty include plagiarism, handing in one paper for two or more courses without the knowledge and consent of the instructors involved, dishonesty on examinations, and the purchase of papers to be submitted in a course. It is your responsibility to have a clear understanding as to what does and does not constitute academically dishonest behavior; for further information, please consult the detailed statement at: <http://www.colorado.edu/policies/acadinteg.html>, or check with me if you are unsure on a particular issue. Anyone who engages in academically dishonest behavior will *fail* this class. Moreover, students found guilty of academic dishonesty also face consequences from the CU honor code council; more information about CU's Honor Code may be found at <http://www.colorado.edu/academics/honorcode/>. The CU community now has the ability to check suspected cases of plagiarism with the newly adopted "Turnitin" software.

### **Additional University Policies:**

For additional university policies regarding accommodation for disabilities, religious observance, appropriate classroom behavior, discrimination and sexual harassment, as well as other important matters concerning proper academic conduct, please see <http://www.colorado.edu/policies/>.

### **Rough Weekly Breakdown:**

#### ***Part I -- Background***

#### **Week 1:**

Tuesday, August 25	Introductory Remarks.
Thursday, August 27	Ontological Dependence, Definition and Analysis.

Primary Text: Kathrin Koslicki, “Dependence, Constituency and Explanation”.

Week 2:

Tuesday, Sept.1 Definition in Plato; Analysis in Greek geometry.

Thursday, Sept.3

Primary Text: Plato, Meno.

Secondary Readings: Richard Robinson, “Analysis in Greek Geometry”; Stephen Menn, “Plato and the Method of Analysis”.

Week 3:

Tuesday, Sept.8 Aristotle’s Logic.

Thursday, Sept.10

Primary Text: Aristotle, Prior Analytics (excerpts).

Secondary Readings: Jonathan Barnes, “Introduction”, Aristotle, Posterior Analytics; Robin Smith, “Logic”.

***Part II -- Aristotle’s Philosophy of Science***

Week 4:

Tuesday, Sept.15 Cause/Explanation.

Thursday, Sept.17

Primary Text: Aristotle, Physics II.

Secondary Readings: R. J. Hankinson, “Philosophy of Science”; Bas van Fraassen, “A Re-Examination of Aristotle’s Philosophy of Science”.

Week 5:

Tuesday, Sept.22 *First Exam.*

Thursday, Sept.24 *No Class Meeting. (Colloquium Paper at USC)*

Week 6:

Tuesday, Sept.29 *Discussion of First Exam.*

Thursday, Oct.1 *Demonstration.*

Primary Text: Aristotle, Posterior Analytics A.

Secondary Readings: Jonathan Barnes, "Aristotle's Theory of Demonstration"; C. C. W. Taylor, "Aristotle's Epistemology".

Week 7:

Tuesday, Oct.6                      Demonstration.  
Thursday, Oct.8

Primary Text: Aristotle, Posterior Analytics A.  
Secondary Readings: H. Scholz, "The Ancient Axiomatic Theory"; Jonathan Barnes, "Proof and the Syllogism".

Week 8:

Tuesday, Oct.13                      Definition/Essence.  
Thursday, Oct.15

Primary Text: Aristotle, Posterior Analytics B.  
Secondary Readings: J. L. Ackrill, "Aristotle's Theory of Definition: Some Questions on Posterior Analytics II.8-10"; David Demoss & Daniel Devereux, "Essence, Existence, and Nominal Definition in Aristotle's Posterior Analytics II.8-10".

Week 9:

Tuesday, Oct.20                      Definition/Essence.  
Thursday, Oct.22

Primary Text: Aristotle, Posterior Analytics B.  
Secondary Readings: Marguerite Deslauriers, "Aristotle's Four Types of Definitions"; David Charles, "Aristotle on Meaning, Natural Kinds and Natural History".

Week 10:

Tuesday, Oct.27                      Deduction vs. Induction.  
Thursday, Oct.29

Primary Text: Aristotle, Posterior Analytics, B.19.  
Secondary Readings: M. F. Burnyeat, "Aristotle on Understanding Knowledge"; Charles Kahn, "The Role of *Nous* in the Cognition of First Principles in Posterior Analytics II.19".

Week 11:

Tuesday, Nov.3                      *Second Exam.*  
Thursday, Nov.5                      *Discussion of Second Exam.*

***Part III -- Aristotle's Scientific Practice***

Week 12:

Tuesday, Nov.10                      *Discussion of Paper Ideas.*  
Thursday, Nov.12

Primary Text:                      Aristotle, History of Animals; Parts of Animals; Generation of Animals (excerpts).  
Secondary Readings: R. J. Hankinson, "Science"; Robert Bolton, "Definition and Scientific Method in Aristotle's Posterior Analytics and Generation of Animals".

Week 13:

Tuesday, Nov.17  
Thursday, Nov.19

Primary Text:                      Aristotle, History of Animals; Parts of Animals; Generation of Animals (excerpts).  
Secondary Readings: Allan Gotthelf, "First Principles in Aristotle's Parts of Animals"; James Lennox, "Divide and Explain: The Posterior Analytics in Practice".

Week 14:

Tuesday, Nov.24                      *No class meeting -- Fall Break.*  
Thursday, Nov.26                      *No class meeting -- Thanksgiving.*

Week 15:

Tuesday, Dec.1                      *Discussion of Papers.*  
Thursday, Dec.3                      *Discussion of Papers.*

Week 16:

Tuesday, Dec.8                      *Discussion of Papers.*

Thursday, Dec.10

*Discussion of Papers.*

*Final Paper Due.*