

Philosophy 302: Medieval Philosophy

Syllabus — Spring 2012

Professor David Sanson, 372 University Hall, sanson.7@osu.edu

Office hours: TBA or by appointment

Lecture Mendenhall Lab 0191, MW 1:30-3:18

Webpage <http://davidsonsanson.com/302>

Course Description

A survey of the history of philosophy from Augustine to Ockham. We will read primary texts by such figures as Augustine, Philoponus, Boethius, Ghazali, Averroes, Avicenna, Anselm, Abelard, Aquinas, Scotus, and Ockham. The course will be structured around four topics: creation, free will, material substance, and medieval theories of cognition. These topics will take us into a cluster of fundamental issues in metaphysics, epistemology, philosophy of mind, and ethics.

Required Texts

- Boethius, *The Consolation of Philosophy*, translated by P.G. Walsh. Oxford University Press, 2008. ISBN: 0199540543
- Anselm, *Three Philosophical Dialogues: On Truth, On Freedom of Choice, On the Fall of the Devil*, translated by Thomas Williams. Hackett Publishing, 2002. ISBN: 0872206114
- Richard Bosley and Martin Tweedale (eds), *Basic Issues in Medieval Philosophy*, Broadview Press, 2006. ISBN: 1551117150

Additional readings and resources will be made available through the course website.

Requirements

One short (1 page) paper (worth 25%), one longer (3 page) paper (worth 35%), and one longer (5 page) paper (worth 40%).

Active participation and engagement, in class and/or office hours, will also be considered in the final assessment and assignment of grades, but this is not something I will attempt to quantify.

Email

Email is the best way to reach me. However, I am not always online. Please allow me 48 hours to respond. If I have not responded in 48 hours please email me again, letting me know it is your second email (I won't take this as harassment). Please include (a) "302" in the subject line of your email and (b) your full name somewhere in the body of your email.

Academic Misconduct

You are encouraged to discuss the course material with your peers—philosophical conversation is one of the best ways to get better at doing philosophy. But your papers must be your own work, and all sources must be cited. I will report offenders to the committee on academic misconduct. Academic misconduct can take on many forms: if you are confused, or need more guidance on this issue, ask. If you have not already, take a look at <http://oaa.osu.edu/coam/faq>

Disabilities

If you need (or may need) an accommodation based on the impact of a disability, you should contact me **now** to discuss your needs. I will work with the Office for Disability Services to coordinate reasonable accommodations for any student with a documented disability. <http://www.ods.ohio-state.edu/current-students/>

GEC Categories

This course has been approved to fulfill both the *Arts & Humanities Literature* requirement and the *Arts & Humanities Diversity (International–Western)* requirement. The expected learning outcomes associated with these requirements are reproduced below. This course aims to achieve these outcomes through intensive reading and analysis of some medieval philosophical texts.

- Arts and Humanities
 1. Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.
 2. Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.
 3. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings.
- Arts and Humanities: Literature
 1. Students learn to analyze, appreciate, and interpret significant literary works.
 2. Through reading, discussing, and writing about literature, students learn to understand and evaluate the personal and social values of their own and other cultures.
- Arts and Humanities: Diversity
 1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the US.
 2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
 3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.