Fall 2021
Instructor: John Thomas Mellein, O.P.
Office: via Zoom
Office Hours: by appointment
E-mail: jmellein@dspt.edu

Course Description
This course will present the history of Greek philosophy from the pre-Socratics to Pseudo-Dionysius. The emphasis will be on Plato and Aristotle. Format: lecture/discussion.
Evaluation: class participation, midterm, final.
Intended audience: MA, MDiv. 3 units.

This course meets on Tuesdays and Fridays, 12:40 p.m.–2:00 p.m.

Course Format:
Course meetings will be in-person and remote (concurrent modality). In the event that a mask mandate is in effect, course will be remote only until such time as the mandate is lifted. Students are expected to be present in person or by video and audio via Zoom for all course sessions (3 hrs/week). Students will spend the remaining expected six hrs/week working on the readings and any written assignments. Students are expected to have the technical equipment (computer, camera, microphone, speakers) and access to suitable internet connection for video and audio connection. In order to allow free, healthy exchange of ideas in the seminars, class sessions will not be recorded. Students who are required to miss class for a legitimate reason will make up for missed sessions by submitting a few pages of written work.

Required Texts:
NOTE: every semester, I encounter students who struggle with a course because they did not purchase assigned texts, or because they purchase out-of-date texts. You are spending thousands on tuition. Please do not compromise your education by trying to save a few dollars on the textbooks.

MSRP: $52.00
PLEASE BE SURE TO GET THE SECOND EDITION. The first edition has different readings and page numbers.

Paperback. $21.95.

OR

ISBN: 9780691016504 $62.50
ISBN: 9780691016511 $62.50


MSRP: $60.00

**Recommended Text:**


Other course materials will include excerpts from Homer, Pseudo-Dionysius, and others. These materials are available on the Internet, and links will be provided by the Professor.

**Grade:**
Class Participation: 20%
Midterm: 40%
Final: 40%

Students are to abide by the the DSPT’s policies regarding academic honesty as found in the *DSPT Student Handbook*. The grading policy as found in the student handbook, as well as the institutional assessment rubrics, will serve as the guideline for grading. We will review the policies at the beginning of the course.

**Course Requirements**
Philosophy is a habitual disposition to think in a certain way about particular questions. For that reason, the class will mostly be seminar-style discussion, with brief lecture components. Class participation will be evaluated based on the degree of participation, and the quality of the comments, during the seminar-style discussion. Students will be given guide questions (homework) to help focus their reading. During discussion, students will be expected to address the proposed questions, and to support their interpretation from the assigned readings. Students are to listen attentively to fellow students and to engage in genuine conversation.

**Course and Institutional Learning Goals**
The goals of the course are to learn the some of main ideas central to the different authors and schools of thought presented in the course; to gain knowledge of the historical context in which the philosophers are writing; and to gain critical skills in reading and discussing ancient philosophical texts. Students will be encouraged to evaluate each proposed philosophical view according to the three “C’s”: Is it Comprehensive? Is it internally Consistent? Does it Correspond with reality (common experience)?

The format of the course, especially the in-class discussions, will give students the opportunity to work toward the institutional learning goals: integrative thinking, intellectual humility, self-direction, and ability to collaborate. We will have a brief in-class discussion regarding the institutional learning goals, available here: https://www.dspt.edu/our-mission
Outcomes
Students will demonstrate knowledge of key themes in the course by their ability to express ideas of major authors or schools of thought, as well as the development of philosophical thought in this epoch. Students will demonstrate subject-appropriate critical thinking skills by being able to assess and compare various thinkers and their positions on relevant topics. Students will demonstrate mastery of the material in class discussion and on the examination.

Class Outline

Sept. 7
Topic: Introduction to the Course and to the Period.

Sept. 10
Ancient Wisdom: The Bible (selections)

Sept. 14
Ancient Wisdom: Homer’s *Iliad* Books I and V, and *Odyssey*, Book V

Sept. 17
Plato, *Meno*
    Optional: Copleston, Sophists, 81–95

Sept. 21
Plato, *Apology*
    Optional: Copleston 96–115

Sep. 24
Monists and Iconoclasts (reader, 1–22)
    Copleston, 1–46

Sep. 28
Pluralists and Sophists (22–34, 38–44)
    Copleston, 47-80

Oct. 1
Plato, *Republic*, books 1 and 2
Plan of the Republic, and nature of the gods
    Copleston, 127-162

Oct. 5
Plato, *Republic*, books 4, 6, and 7
Justice, the Forms, and dialectic
    Copleston, 163-222

Oct. 8
Plato, *Republic*, book 9 and 10
Parts of the soul; Life after death

Oct. 12
Midterm

Oct. 15
Plato, *Phaedrus, Timaeus, Philebus*
Soul, and Cosmology
Copleston, 223-262

Oct. 19
Aristotle, *Physics, De Anima*
Copleston, 266-276, 320-331

Oct. 22
Aristotle, Selections On Science
Copleston, 287-319

Oct. 26 and Oct. 29: READING WEEK, NO CLASS

Nov. 2
Aristotle, *Ethics*
On virtue in general
Copleston, 332-350

Nov. 5
Aristotle, *Ethics*
On Courage

Nov. 9
Aristotle, *Ethics VIII and IX*
On Friendship
Copleston, 351-358

Nov. 12
Aristotle, *Politics*
Copleston, 372-378

Nov. 16
Aristotle, *Metaphysics*
Copleston, 379-400

Nov. 19
Epicurus, Stoics, Lucretius
Copleston, 401-427

Nov. 23
Seneca, Epictetus, Sextus Empiricus
Copleston, 428-456

Nov. 26 Thanksgiving Break

Nov. 30
Plotinus, *Enneads* 1.6, 1.8
Copleston, 463-475

Dec. 3
Plotinus, *Enneads* 5.1, 6.9
Copleston, 476-506

Dec. 7
Pseudo-Dionysius, *Mystical Theology; Divine Names*

Dec. 10
Pseudo-Dionysius, *Mystical Theology; Divine Names*

Dec. 15
Final Exam
<table>
<thead>
<tr>
<th>Course Outcome</th>
<th>Activities &amp;/or Assignments To Measure Course Outcome</th>
<th>Related Program and Institutional Goals/Outcomes</th>
</tr>
</thead>
</table>
| 1. The student will have gained an understanding of the development of philosophical thought in this epoch | (A) Midterm and Final Exam  
(B) Class Participation | IGA1-Integrative Thinking  
MAPhEG1 & MAPhTG1-knowledge of history of phil  
MAPhEG2 & MAPhTG2-understanding of systematic phil |
| 2. The student will be able to relate various thinkers and their positions on relevant topics. | (A) Midterm and Final Exam  
(B) Class Participation | IGA1-Integrative Thinking  
MAPhEG1 & MAPhTG1-knowledge of history of phil  
MAPhEG2 & MAPhTG2-understanding of systematic phil  
MAPhEG4-integration of knowledge |
| 3. The student will develop or hone skills for philosophical dialogue. | (B) Class Participation | IGA2-Intellectual Humility  
IGA3-Self-Direction  
IGB1-Ability to Collaborate  
MAPhEG1 & MAPhTG1-knowledge of history of phil  
MAPhEG3 & MAPhTG3-research skills  
MAPhEG4-integration of knowledge  
MAPhTG4-specialized knowledge |
| 4. The student will hone his/her skill in academic writing, making a sustained and coherent argument or exposition of that of a given author. | (A) Midterm and Final Exam | IGA2-Intellectual Humility  
IGA3-Self-Direction  
MAPhTG4-specialized knowledge |
DSPT Goals and Outcomes (with abbreviations lists)

DSPT Institutional Goals:

Pedagogical Goal: Deep Learning. Motivated by a thirst for truth, the disciplined inquirer is a life-long learner who recognizes fundamental principles in a given field of inquiry and applies them in creative or innovative ways to broader contemporary issues which are of importance to Church, the academy, and/or society. Disciplined inquiry includes the following characteristics:

A1. Integrative Thinking: the ability to recognize, understand, retain, integrate, and apply the fundamental principles operative in a field of inquiry, and use them to make synthetic judgments.
A2. Intellectual Humility: an orientation of mind and heart that fosters intellectual collaboration, precludes both rigidity and passivity of mind, and recognizes that contrary opinions are not a threat, but provide the opportunity to test and deepen one's own grasp of the truth.
A3. Self-Direction: the disposition to take primary responsibility for one's own education, manifested in a keen intellectual interest in the topic of studies, and the ability to teach oneself through a habit of skilled and responsible research and resilient exploration.

Vocational Goal: Collaborative Leadership. A collaborative leader inspires within others the desire to realize the common good by articulating to academy or society a coherent vision rooted in the mission of the Church, all the while leading by example.

B1. Ability to Collaborate: expressed in good listening and communication skills which foster decisions stemming from and leading to an open, transparent, and mutually enriching dialog with others in order that the gifts of all can be appropriately acknowledged and utilized.

Abbreviations: IGA1-Integrative Thinking, IGA2-Intellectual Humility, IGA3-Self-Direction, IGB1-Ability to Collaborate

MAPh – Exam Option: Outcomes
1. a comprehensive knowledge of the history of the Western philosophical tradition;
2. a detailed understanding of systematic philosophy;
3. skills for academic research;
4. an ability to integrate historical and systematic knowledge in a chosen area of interest;
5. skills for effective communication of philosophical ideas.
Abbreviations: MAPhEG1-knowledge of history of phil, MAPhEG2-understanding of systematic phil, MAPhEG3-research skills, MAPhEG4-integration of knowledge, MAPhEG5-communication skills

MAPh – Thesis Option: Outcomes
1. a comprehensive knowledge of the history of the Western philosophical tradition;
2. a detailed understanding of systematic philosophy;
3. skills for academic research;
4. a focused knowledge in one specific topic of philosophical inquiry;
5. skills for advanced academic writing and publication.
Abbreviations: MAPhTG1-knowledge of history of phil, MAPhTG2-understanding of systematic phil, MAPhTG3-research skills, MAPhTG4-specialized knowledge, MAPhTG5-skills for advanced writing