1. Course Description

This course examines the intimate relationship between Aristotle’s \textit{Nichomachean} and \textit{Eudemian Ethics}, his historical/reflective account the \textit{Constitution of Athens}, and his \textit{Politics}. We will use Aristotle’s own interdisciplinarity to examine how it has served to inspire and challenge modern political-theoretical understandings of human communal life marked by sharp bifurcations between public and private, fact and value, political and ethical, systematic and historical. We will end by asking investigate what and how our reading of the two \textit{Ethics}, the \textit{Constitutions} and \textit{Politics} can serve or challenge a faithful Christian political witness in the context of contemporary Western political culture.

2. Reading Schedule

3. \textit{NE}, Books IV-V
4. \textit{NE}, Books VI-VIII
5. \textit{NE}, Books IX-X
9. Pol, Books V-VI
10. Pol, Books VII-VIII
13. No Reading

Synthetic Outline:

1. Introduction (reading 1)

2. Ethical Context of Politics: Nichomachian Ethics (readings 2-5)

3. Historical Context of Politics (reading 6)

4. The Politics (reading 7-10)

5. Contemporary Approaches to the Politics
   a. Appropriation and Development (reading 11)
   b. Confrontation and Acknowledgment (reading 12)

6. A Philosophical Heterogeneity and the Christian Thinker.

3. Course Requirements

   a) To become more familiar with Aristotle’s way of conceiving of political life and norms.
   b) To become familiar with Aristotle’s understanding of ethical life and norms.
   c) To become familiar with Aristotle’s use of historical material in his political theory
   d) To be able to critically evaluate Aristotle’s ethical, political and historical proposals.
   e) To be able to reflect upon Aristotle’s political philosophy in terms of contemporary Christian theory.

4. Description and Weighting of Elements to be Evaluated

   a) Total reading: 1250 pages (including research for final paper), of which approximately
60 pages per week must be completed in preparation for class.

b) In-seminar leadership: Every week junior member participants will be responsible to formulate one or two questions to bring to class in the context of a reflection (300-500 words) on the reading which accounts for the reading of the texts (its salient passages that, when connected together, give rise to the questions) culminating in the questions themselves and the philosophical importance of the questions to the junior member her or himself. In addition, each junior member will be asked to lead classroom discussion of the required readings for the day and to prepare for that by preparing an analysis of the argument(s) present in the required readings in the context of the interlocutors taken up for debate within the required readings (whenever possible) so as to identify the central philosophical concerns present in the readings and an attempt to evaluate the treatment of those concerns in the readings (what seems right about the positions taken/arguments made; what seems weak about the positions taken/arguments made). This presentation will ordinarily amount to 1000-1500 words. All presentations will be handed in for comment etc.

c) Description of course project: A paper for which the theme arises from assigned reading and discussion and engages substantively with these sites. Length: 4,000–6,000 words (MA); 5,000–7,000 words (PhD)

d) Description and weighting of elements to be evaluated:

ICS Junior Members:
i. Weekly Reflections & Class participation: 20 %
ii. Seminar Leadership: 20% 
iii. Paper: 60%

TST Students:
iv. Weekly Reflections & Class participation: 20%
v. Seminar Leadership: 30%
vi. Paper: 50%

5. Required Readings


6. Some Recommended Readings


Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Student Services as soon as possible.

__________________________

Copyright, Institute for Christian Studies. All Rights Reserved.
www.icscanada.edu