RN 245: RELIGIOUS THOUGHT: 
THE QUEST FOR GOD AND THE GOOD

PH 245: PHILOSOPHY AND RELIGION

Theme. The relationship between God and the good. The course will examine
the aims of human life, the place of God in the good life, the role of contemplation and
action in the spiritual quest, interactions between philosophy and religious thought.

Class Format. The format of the class will be group discussion, using Socrates’
method: a collective search for truth and understanding. We will read and discuss key
passages of each text and explore the larger questions they raise; students will have
study questions to guide each reading. Student will also write weekly short (1 page)
reflection papers, including a final paper reflecting upon the journey of the semester:
insights, conclusions, new questions to explore. The class will thus engage in an ongoing
dialogue about the central questions of the course.

COURSE REQUIREMENTS

1. **Class Participation:** Regular attendance, preparation of Study Questions for each
day, having texts and study questions in class, and class participation. Attendance
will be taken at every class.

All students are required to purchase the Course Packet from University Readers; it
will be sent to you within 24 hours. **Purchase this on-line at**
[www.universityreaders.com/students](http://www.universityreaders.com/students).
By the third week of class, I will check that you have purchased your Course Packet and printed out Study Questions. There will also be random checks of whether you have brought the books and documents needed for the day to class. If you do not have your books or documents, this will be deducted from your participation grade. Be sure to consistently bring the documents and study sheets. (10%)

2. You are also required to download the document Study Questions from the Assignments section of the Blackboard Website at the beginning of the semester. There is a document of study questions assigned on the syllabus for the readings for each day. In preparation for each class, answer the study questions for that day electronically, print them out, and bring them to class. Study questions will prepare you to participate in class; they will be collected periodically. You will not receive individual grades on the study questions, but the more thoughtfully you prepare your answers, the more you will get out of readings and class discussion and the better you will be prepared for exams. Turning study questions in when they are requested will count toward your participation grade.

3. Weekly reflection papers of about 1 typed double spaced page. These will be turned into the electronic Drop Box on the Blackboard website. We will be responding to your reflection papers in rotation, so that each student will receive a written response and grade for one paper before the midterm and one after the midterm. (If you would especially like a response and grade to a particular paper, you can send me an e-mail that week). Final reflection paper due last day of class, reflecting over the themes of the course. (10%)

4. In class midterm examination; sample essay questions will be given out in advance: Wed Feb 16 (40%)

5. Rewrite of midterm essays. Each student will go to one of the Writing Centers and consult about how you can improve your midterm essays. You are required to turn in the re-write to the Digital Dropbox.

6. Final examination during examination period; sample essay questions will be given out in advance (40%).

7. Class Conduct: Please keep your cell phones on silent during class and refrain from texting during lecture or discussion. If you are taking notes with a laptop, please email me a copy of these notes at the end of each class to me at dnlobel@bu.edu.

8. Disability Statement. If you have a disability that may warrant accommodation in this class, please let me know immediately and we will work something out that suits your needs and the needs of the class. Please do not wait till the last minute to address this.

9. Academic Honesty: No form of academic dishonesty will be tolerated. It is the responsibility of every BU student to know and adhere to University policy on
academic honesty, which is available online at http://www.bu.edu/cas/students/undergrad-resources/code/. If you have any questions concerning the policy or about documenting your sources, please speak to me. **All on-line resources must be documented. Failure to cite your on-line sources for your midterm or final essays will be counted as plagiarism and you will be charged with academic misconduct.**

10. For administrative purposes, it is important that you link any personal e-mail accounts to your BU account. Here is the BU website that explains the forwarding process in detail: http://www.bu.edu/pcsc/email/configure/forwarding. If you need more information about this process, contact my Research Assistant.

**TEXTS TO BE PURCHASED**

1. **A Course Packet**, to be purchased from University Readers. **Purchase this on-line at www.universityreaders.com/students.**

2. **Study Questions**, to be printed out from **Assignments section** on Blackboard website.


13. *Zen Flesh, Zen Bones*. Compiled by Paul Reps (New York: Doubleday). (If this is unavailable at Barnes and Noble, please try the Internet or area bookstores).

15. Additional primary and secondary readings can be accessed at the Course Info website http://courseinfo.bu.edu/courses/00springcasph245_a1/ and can be printed out at the computer lab in the basement of 111 Cummington Street.

Assignments are not long in numbers of pages, but they must be read carefully, and if possible more than once before class. You will get much more out of class discussion if you read carefully. This will help you as you sit down to write.

Week One

Wed Jan 19  Introduction: The Quest for God and the Good

1. What do we mean by “God” and “good”?

2. Short autobiographical introductory paragraph due Friday: In a short paragraph introduce who you are, whether you have explored philosophical and/or religious issues before, what brings you to be interested in the themes of the course, and what you would like to learn in the course. This should be no more than a few sentences or a paragraph, so we can learn your names and find out what you would like to get from the course. Print out your picture from the Student Link Profile and staple it to the front of your essay. Make two copies of the essay with your picture on it: one for Prof. Lobel, one for the TF, and bring them to class on Friday. Also upload them to the Digital Dropbox.

Fri Jan 21  In the Beginning . . .

1. Bible: Genesis 1:1-2:3


3. Short introductory paragraph with your picture stapled to it due in class today.


Optional (Graduate) Reading

Week Two

Mon Jan 24

The maker of the universe is hard to find . . .

1. Plato, *Timaeus*, 28a-31b (Note for Plato and Aristotle: these are marginal numbers, not page numbers; pp. 16-21.)


3. Study Questions: Plato’s *Timaeus* I

**Recommended (Graduate) Reading**


Wed Jan 26

How did the world we know come to be?


2. Study Questions: Plato’s *Timaeus* II (Just question #1).

**Recommended (Graduate) Readings**


3. Donald Zeyl, The Receptacle, The Argument for Forms lxii-lxvi. If you are really daring, try liv-lx. Extra credit for anyone who can explain this! (Course Info, Document 2)


Fri Jan 28

What is the Tao? Did the Tao create the world?

1. Lao Tzu, *Tao Te Ching*, 1-42,

3. Davies, *The Mind of God*, 61-72 (creation without creation)

4. Taoism: Key Terms and Concepts

5. **Study Questions: Tao Te Ching**

   **Recommended (Graduate) Reading**


**Week Three**  
We will be checking Course Packets this week.

**Mon Jan 31**  
How does one live in accordance with the Tao?


3. Continue **Study Questions: Tao Te Ching**

   **Recommended (Graduate) Reading**


**Wed Feb 2**  
1. If God is good and creation is good, what is the source of evil?

   The Bible, Genesis 2-3.


3. **Study Questions: Genesis 2-3, Midrash**

**Fri Feb 4**  
If human beings are the source of evil, is the creation of humanity a good thing? Why?

5. *Genesis Rabbah*, VIII:3-5. (pp. 56-58); IX:7. (p. 68) *(Course Packet)*


Comments to Gen 6:6: *Every plan devised by his mind* (also: regretted . . . saddened), p. 47

Comment to Gen 8:21: *the devisings of man’s mind*, p. 59.

5. Continue **Study Questions: Genesis 2-3, Midrash.**

**Week Four**

**Mon Feb 7**

Is something good because God loves it, or does God love it because it is good?


2. **Study Questions: Euthyphro**

**Wed Feb 9**

What is the aim of life, according to Socrates?


2. *Apology* (in *Five Dialogues*) 20c-23c, 28b-32a, (-32e), 32e-33c, 37e-38a, 39e-42a.


4. Continue **Study Questions: Euthyphro**

**Recommended (Graduate) Reading**
Fri Feb 11

**How is skepticism related to the search for truth? What does Ghazali mean by prophecy?**


2. **Study Questions: Ghazali and Shinn**

Week Five

Mon Feb 14

**What is religious experience? How is religious experience related to dreaming?**


2. Larry D. Shinn, *Two Sacred Worlds* (Nashville: Abingdon, 1977), bottom (11-17) 18-29. (*Course Packet*).

3. **Continue Study Questions: Ghazali and Shinn**

Wed Feb 16

**IN-CLASS MIDTERM**

Fri Feb 18

**If we all actually desire good, why do we seem to do things we know are wrong or harmful, to ourselves and to others?**

1. Plato, *Protagoras* 351b-362; Phaedo 69b. (*Course Info*)


5. **Study Questions: Plato’s *Protagoras, Meno, Gorgias***
Week Six

Mon Feb 21

PRESIDENTS’ DAY: NO CLASS

Tues Feb 22

Is virtue a form of wisdom? Is learning really a kind of remembering? Is the soul simple and unified or complex and divided?

1. Plato, Meno 77a-89a, 97a-98b; Gorgias 499e-501c, 506c-508a, Phaedo 69b; Phaedo, in Five Dialogues, 72e-77a (Gorgias: Course Packet)

2. Plato, Republic Book IV: 427d-445b

3. Continue Study Questions: Plato’s Protagoras, Meno, Gorgias plus Republic

Recommended (Graduate) Reading


Wed Feb 23

What does Plato mean by the Good, the Beautiful, and the Equal? How can we truly know the Good, according to Plato?

1. Phaedo, in Five Dialogues, 72e-77a; Republic, tr. G.M.A. Grube, Book VI 500b-501e, pp. 173-174); Phaedo 97b.

2. Study Questions: Plato on the Good

Recommended (Graduate) Reading


Fri Feb 25  How does Plato’s image of the Sun and the Divided Line help us in understanding the Good?

1. The Form of the Good; the Sun and the Divided Line: Plato, *Republic*, Book VI 504d-511e; *Phaedo* 97b.

2. Study Questions: Plato on the Good

Week Seven

Mon Feb 28  What is the meaning of the myth of the cave? How is it related to the image of the Divided Line?


Recommended (Graduate) Reading


Wed March 2  How does Augustine make sense of God and the Good? How does he draw upon both the Bible and Plato to do so?

7. Augustine, *Confessions* Book VII 1, 5, 10 (pp. 133-35, 136-37, 138-9, 146-7). (*Course Packet*)


9. Study Questions: Augustine and Maimonides on Evil

Fri March 4  How does Augustine struggle to make sense of evil in the world? How does he interpret the Garden of Eden story? How does he explain the origin of the devil?
1. Augustine, *Confessions* Book VII, 3, 5 (pp. 136-9), 11-16 (pp. 147-50).


3. Course Packet.

4. Continue Study Questions: Augustine and Maimonides on Evil


If time:


8. Continue Study Questions: Augustine and Maimonides on Evil

**Week Eight**

**Mon March 7**

What are Maimonides’ categories of evil? How would you compare the views of Augustine and Maimonides on evil with that of Socrates? Are these accounts of evil morally satisfying?


4. Continue Study Questions: Augustine and Maimonides on Evil
Wed March 9

How does Maimonides interpret the Garden of Eden story?

3. Review Genesis 1-3. BRING BIBLE TO CLASS.

4. **Study Questions: Maimonides Guide I:1-2**

Fri March 11


How does Maimonides interpret the “punishment” for humanity’s act of disobedience? How does his concept of knowledge of God compare with that of the Upanishads?


Week Nine

**SPRING BREAK. ENJOY!**

Week Ten

Mon March 21

How does Maimonides interpret the “punishment” for humanity’s act of disobedience? How does his concept of knowledge of God compare with that of the Upanishads?


What do the Upanishads mean by the Self? What are the various metaphors they use to describe the Self?

1. Introduction, *Brihadaranyaka, Mandukya Upanishads* (abridged) in *The Upanishads*, tr. E. Easwaran, pp. 7-19, 33-64.

2. **Study Questions: Upanishads**

*Recommended (Graduate) Reading*
Wed March 23

**How can we know the Self, according to the Upanishads?**

1. Introduction, Chandogya Upanishads, 23-27, 68-72, 173-204

2. Thomas Hopkins, “The Upanishads,” in *The Hindu Religious Tradition* (Course Packet)


4. Continue **Study Questions: Upanishads**

**Recommended (Graduate) Reading**


Fri March 25

**What are the Yogas of Non-Attached Action and Knowledge?**


3. **Study Questions: Bhagavad Gita**

**Recommended (Graduate) Reading**

1. The Argument of the Bhagavad Gita (Course Packet)

2. Eknath Easwaran, Introduction to the *Bhagavad Gita* (Course Info)

Week Eleven
Mon March 28  What are the Yogas of Devotion and Meditation?


3.  *Bhagavad Gita Handout* (begins: the ideals of *dharma* and *moksha*)

4.  Continue **Study Questions: Bhagavad Gita**

**Recommended (Graduate) Reading**

2.  Additional commentary of Easwaran (Introduction to *Bhagavad Gita*, 1-45) (*Course Info, Document 7*).

Wed March 30  How does Aristotle understand the Good? How does he criticize his teacher Plato?


3.  Aristotle, Key Terms and Concepts Handout (*Course Packet*)

4.  **Study Questions: Aristotle**

Fri April 1  What is virtue, according to Aristotle? How do we become good?


3.  Aristotle Models of the Soul (Handout) (*Course Packet*).

4.  Continue **Study Questions: Aristotle**

**Recommended (Graduate) Reading**

Week Twelve

Mon April 4  

**Which is preferable, the active life or the contemplative life?**

1. Book X, 1177a10-1178b33; Book VI, 1141a10-1141b20; Book One, 1100b12-15.


5. Aristotle Models of the Soul Handout (Course Packet)

6. Aristotle on Contemplation and Happiness Handout (Course Packet)

7. Continue Study Questions: Aristotle

**Recommended (Graduate) Readings**


Wed April 6  

**Which is preferable, the active life or the contemplative life?**

8. Book X, 1177a10-1178b33; Book VI, 1141a10-1141b20; Book One, 1100b12-15.


12. Aristotle Models of the Soul Handout (Course Packet)

13. Aristotle on Contemplation and Happiness Handout (Course Packet)

14. Continue Study Questions: Aristotle

Recommended (Graduate) Readings


Fri April 8

What is the significance of friendship for Aristotle?

1. Book IX, 166a-1166b29; 1168a28 -1170b19.

2. Continue Study Questions: Aristotle

Week Thirteen

Mon April 11

What did Moses learn in his encounters with God?


How can human beings know God, according to Maimonides?


2. Study Questions: Guide of the Perplexed I:54

Wed April 13

What is the relationship between the active life and the contemplative life for Maimonides? How does he follow Aristotle and how does he diverge from him?


2. Study Questions: Guide of the Perplexed III:51-54
Fri April 15  What is the relationship between the active life and the contemplative life for Maimonides? How does he follow Aristotle and how does he diverge from him?


2. Continue Study Questions: Guide of the Perplexed III:51-54

Week Fourteen

Mon April 18  No Class. Patriots Day.

Wed April 20  What is mindfulness? What does Buddhism mean by not-self? How did Buddhism critique the Upanishads’ doctrine of the Self?


2. Study Questions: Zen Keys

Thurs April 21  How does the kung-an (koan) lead to awakening? What is the goal of Zen? How can we make sense of some of these Zen stories? How do they help us understand the nature of Zen awakening?


2. Study Questions: Zen Keys; Zen Stories

Fri April 22  What is the role of the medium-healer? How is spirituality understood differently in the tradition of Haitian vodou than in the other traditions we have examined? How does the vodou tradition understand the relation of spirits to God?


2. Study Questions: Mama Lola

Week Fifteen
Mon April 25  What does a scientist conclude about the ultimate meaning of our universe?


Wed April 27  What is the ultimate aim of life, for Plato? What is the significance of the afterlife?

1. Plato, *Republic* 614b-62d (pp. 285-292). (Book IX 571a-576c (pp. 241-246); 585b-592b (pp. 256-61).

3. Plato, *Phaedrus* 246a-252b (Course Info, Document 1)

Fri April 29  How can we compare classical accounts of the Afterlife with contemporary accounts of near-death experiences?


FINAL REFLECTION PAPERS DUE

FINAL EXAMINATION DURING EXAMINATION PERIOD
STH TT 802 THE QUEST FOR GOD AND THE GOOD

Course Theme. The seminar will examine the aims of human life, the place of God in the good life, the role of contemplation and action in the spiritual quest, and interactions between philosophy and religious thought.

Class Format. The format of the class will be group discussion, using Socrates’ method: a collective search for truth and understanding. We will read and discuss key passages of each text and explore the larger questions they raise; students will have study questions to guide each reading. Student will also write short (1 page) reflection papers, including a final paper reflecting upon the journey of the semester: insights, conclusions, new questions to explore. The class will thus engage in an ongoing dialogue about the central questions of the course.

COURSE REQUIREMENTS

1. Regular attendance, preparation, and class participation. Attendance, having course materials in class, and preparation are crucial! Attendance will be taken at each class. Please check your e-mail frequently for updates on class assignments. (10%)

2. Short reflection papers will help you synthesize your reading. One reflection paper will be due each Friday (excluding week of midterm and final) (10%).

3. Midterm. End of third week: Thursday July 21 (40%)

4. Final Examination. last class: Thursday August 11 (40%)
TEXTS TO BE PURCHASED


8. Additional primary and secondary readings can be accessed at the Blackboard website: [http://blackboard.bu.edu/webapps/portal/frameset.jsp?tab_id=2_1&url=%2fwebapps%2fbblackboard%2fexecute%2flauncher%3ftype%3dCourse%26id%3d_37737_1%26url%3d](http://blackboard.bu.edu/webapps/portal/frameset.jsp?tab_id=2_1&url=%2fwebapps%2fbblackboard%2fexecute%2flauncher%3ftype%3dCourse%26id%3d_37737_1%26url%3d)

**Recommended**


10. A very useful online resource is the *Stanford Encyclopedia of Philosophy*. This displays the best of contemporary scholarship in philosophy.

Assignments are not long in numbers of pages, but they must be read carefully, and if possible more than once before class. You will get much more out of class discussion if you read carefully. This will help you as you sit down to write.

ACADEMIC CONDUCT

Students are expected to know and follow the guidelines of the CAS Academic Conduct Code. Copies are available at the following URL: [http://www.bu.edu/cas/students/undergrad-resources/code/](http://www.bu.edu/cas/students/undergrad-resources/code/). Plagiarism is a serious
matter and cases of suspected misconduct will be referred to the Dean’s office. What constitutes correct citation is a more subtle and complex matter than most of us think. I strongly encourage all students to read through a copy of the CAS Academic Conduct Code, as it is a very useful guide to the correct use of citations for academic work. All sources used must be properly cited. Please consult the instructor with any questions you may have about appropriate collaboration and citation.

**Week One**

**Wed July 6**

**Introduction: The Concept of God**

What do we mean by “God” and “good”?

**In the Beginning . . .**

The maker of the universe is hard to find . . .


2. Plato, *Timaeus*, 28a-31b (Note for Plato and Aristotle: these are marginal numbers, not page numbers).


4. **Short autobiographical introductory paragraph due Thursday:** In a short paragraph introduce who you are, what philosophical and/or religious issues you enjoy exploring, what brings you to be interested in the themes of the course, and what you would like to learn in the course. **This should be no more than a few sentences or a paragraph, so I can learn your names and find out what you would like to get from the course.** Print out your picture from the Student Link Profile and staple it to the front of your essay. Also upload a version to the Digital Dropbox.

**Recommended Reading**


**Thurs July 7**

**How did the world we know come to be?**


3. **Study Questions: Plato’s Timaeus Study Questions 1**  
   *(Blackboard, Assignments)*

**Recommended Readings**

4. Plato, *Timaeus*, 48e-49a, 50a-52c


---

**Fri July 8**

Is something good because God loves it, or does God love it because it is good?


2. **Study Questions: Euthyphro**

**What is the aim of life, according to Socrates?**


2. *Apology* (in *Five Dialogues*) 20c-23c, 28b-32a, (-32e), 32e-33c, 37e-38a, 39e-42a.


4. Continue **Study Questions: Euthyphro**

**Recommended Reading**


**Week Two**

**Mon July 11**

What is the Tao? Did the Tao create the world? How does one live in accordance with the Tao?

5. Lao Tzu, *Tao Te Ching*.


**Recommended Reading**


**Wed July 13**

Is virtue a form of wisdom? If we know the good, will we automatically do it?

If we all actually desire good, why do we seem to do things we know are wrong or harmful, to ourselves and to others?

Is learning really a kind of remembering?

Is the soul simple and unified or complex and divided?

1. Plato, *Protagoras* 351b-362; *Phaedo* 69b; *Meno* 77a-89a, 97a-98b; *Gorgias* 499e-501c, 506c-508a, ([Blackboard](#))


1. Robin Waterfield, Introduction to Plato, *Gorgias*, xvii-xxvi ([Blackboard](#))

2. Recommended: Michael Frede, Introduction to *Protagoras*, xxvii-xxxiii. ([Blackboard](#))

Thurs July 14

What does Plato mean by the Good, the Beautiful, and the Equal? How can we truly know the Good, according to Plato?


2. Study Questions: Plato on the Good

How can we truly know the Good, according to Plato?

Plato, *Republic*, tr. G.M.A. Grube, Book VI 500b-501e, pp. 173-174); The Form of the Good; the Sun and the Divided Line, Book VI 504d-511e.

Recommended Reading


What is the meaning of the myth of the cave? How is it related to the image of the Divided Line?


Recommended Reading


Week Three

Mon July 18

How does Augustine make sense of God and the Good? How does he draw upon both the Bible and Plato to do so?
7. Augustine, *Confessions* Book VII 1, 5, 10 (pp. 133-35, 136-37, 138-9, 146-7). (Blackboard)


How does Augustine struggle to make sense of evil in the world? How does he make sense of the Garden of Eden story? How does he believe the devil came to be?

1. Augustine, *Confessions* Book VII 3, 5 (pp. 136-9), 11-15 (pp. 147-50).


3. Continue Study Questions: Augustine and Maimonides on Evil


**Wed July 20**

What are Maimonides’ categories of evil? How would you compare the views of Augustine and Maimonides on evil with that of Socrates? Are these accounts of evil and human responsibility morally satisfying?

5. Maimonides, *Guide of the Perplexed* III:10-11, end of III:12 (Blackboard)


How does Maimonides interpret the Garden of Eden story? Are human beings free, responsible moral agents?


**Thurs July 21**

MIDTERM (You will have essay questions to prepare in advance)
What do the Upanishads mean by the Self? What are the various metaphors they use to describe the Self? How can we know the Self, according to the Upanishads?

1. Introduction, *Brihadaranyaka, Mandukya Upanishads* (abridged) in *The Upanishads*, tr. E. Easwaran, pp. 7-19, 33-64.


3. Thomas Hopkins, “The Upanishads,” in *The Hindu Religious Tradition*


Week Four

Mon July 25

How does the *Bhagavad Gita* define the Disciplines of Non-Attached Action and Knowledge?


**Recommended Reading**

1. Eknath Easwaran, Introduction to the *Bhagavad Gita* (Blackboard)

Wed July 27

What is the Disciplines of Devotion? How does the *Gita* describe the source of evil? How does the *Gita* understand moral responsibility? How does the Gita resolve the relationship between its various teachings? How does one best attain freedom and immortality?

1. *The Bhagavad Gita*, Chapters 4-9, 12


**Recommended Reading**

1. David White, *Bhagavad Gita*, Notes. (Blackboard Documents)
2. Additional commentary of Easwaran (Introduction to *Bhagavad Gita*, 1-45) *(Blackboard, Course Information)*.

**Thurs July 28**

**How does Aristotle understand the Good? How does he criticize his teacher Plato?**


**What is virtue, according to Aristotle? How do we become good?**


**Recommended Reading**


**Week Five**

**Mon Aug 1**

**Which is preferable, the active life or the contemplative life?**

**How do we attain a divine-like existence?**

*Nicomachean Ethics*, Book X, 1177a10-1178b33; Book VI, 1141a10-1141b20; Book One, 1100b12-15.

Aristotle Eudemian Ethics, Book Two, Chs 1-3; Anthony Kenny, Aristotle on the Perfect Life, “The Contemplation and Service of God, 100-102; Aristotle, Metaphysics, XII:7 *(Blackboard Documents)*.

**Recommended Readings**

What is the significance of friendship for Aristotle? How does affiliation resolve the tension between the divine and human aspects of human beings?

1. Book IX, 1166a-1166b29; 1168a28 -1170b19.

Wed Aug 3

How can human beings know God, according to Maimonides? What did Moses learn in his encounters with God?


Maimonides, Guide of the Perplexed I:54 (tr. Rabin, pink book, 71-77)

What is the ultimate knowledge of God, according to Maimonides? Does he advocate the active life or the contemplative life?


Thurs Aug 4

What is mindfulness? What does Buddhism mean by not-self? How did Buddhism critique the Upanishads’ doctrine of the Self?

Zen Keys, 23-43. Zen Flesh, Zen Bones (selected stories; Blackboard Course Information)

How does the kung-an (koan) lead to awakening? What is the goal of Zen?


Week Six

Mon Aug 8

How can we make sense of some of these Zen stories? How do they help us understand the nature of Zen awakening? What does Suzuki mean by Beginners’ Mind?


How is skepticism related to the search for truth? What does Ghazzali mean by prophecy?


What is religious experience? How is religious experience related to dreaming?

Ghazzali, Deliverer from Error, p. 56-66, 74-76, 82-top 83. (Larry D. Shinn, Two Sacred Worlds, bottom (11-17) 18-top 24. (Blackboard, Document 5).

How can we compare classical accounts of the Afterlife with contemporary accounts of near-death experiences?


Class Evaluations

FINAL EXAMINATION (You will have essay questions to prepare in advance).