

Modern Philosophy

PHIL 3302
CRN 34034
T/TH
10:50-12:05
IRBY 316

COURSE DESCRIPTION

The modern period in Western philosophy (approx. 1600-1800) was a rich, fascinating period of philosophical development. In many ways, the questions these philosophers raised and answers they developed set the course for the western philosophical tradition, a tradition that still informs how we understand philosophical questions and problems today.

This course introduces influential philosophers and ideas of the modern period. We will explore a wide variety of work, including metaphysics, epistemology, political philosophy, and ethics. In order to gain an appreciation for the ongoing philosophical conversation within its historical context, we will proceed chronologically, paying close attention to primary texts.



Elisabeth of Bohemia

COURSE OBJECTIVES

In this class, students can expect to:

- ◆ Develop a general understanding of many important philosophical issues and conversations during the 17th and 18th centuries
- ◆ Be able to articulate specific theories and arguments from key philosophers of the time
- ◆ Improve their ability to read and understand historical philosophical texts, reformulate arguments, and critically evaluate those arguments in discussion and in writing



René Descartes

CONTACT

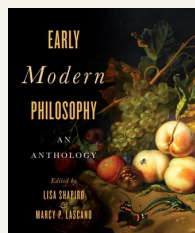
Office: Irby 118d

Office Hours:
T/Th 10:00-10:45am
and by appointment

Email:
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501-450-3179

COURSE TEXT



Shapiro, Lisa, and Marcy P. Lascano. *Early Modern Philosophy: An Anthology*. Broadview Press, 2021.

All other required and supplemental readings will be available on Blackboard.

GRADING SCHEME

◆ Study Questions	125 points
◆ Essay	200 points
◆ Exams (3)	<u>375 points</u>

TOTAL: 700 points



Gabrielle Suchon

*“Two things awe me most, the starry sky
above me and the moral law within me.”*

— Immanuel Kant

ATTENDANCE / PARTICIPATION

In an ordinary semester, I would have an attendance policy with a limit for how many classes you can miss without receiving a grade reduction because students who attend class regularly and participate actively will learn more than those who do not. However, this is not an ordinary semester.

As a result, my **attendance policy** will be as follows: I am going to assume that you are interested in this subject matter and that your goal is to learn. This assumption is well-supported by the fact that a) either you are a philosophy major or this is an elective class for you, and b) being here is costing you something (time, money, opportunity cost, etc.) I have done my best to prepare content for you that is important, relevant, accessible, and exciting. I think you will miss out if you don't attend.

I will be tracking attendance in order to comply with UCA guidelines and to have data for contact tracing, financial aid, etc. Student who need to quarantine may attend virtually during their quarantine period.

Students who have **more than 4 unexcused absences** (consecutive or nonconsecutive) will be **dropped from the course** (dropped after the 5th absence). If you have a medical or family emergency, please contact me asap so that your absences will count as excused and so that we can set a plan to help you get caught up on the material.

Active participation is an essential part of the course. Unless an extension has been given, all material should be completed during the week it is assigned.

It is important to let me know right away if there is a problem so that we can solve it together.



Leibniz's house,
Hanover, Germany

CLASSROOM CULTURE STATEMENT

This course is designed to encourage you to think deeply about controversial issues, and as we go along you will almost certainly encounter viewpoints that challenge your own beliefs. I encourage you to view these challenges as opportunities to learn about perspectives that may differ widely from your own and to practice the skill of interacting respectfully and sympathetically with others, despite the fact that you may strongly disagree with their point of view. Although debate and critical analysis are encouraged, it should be clear that we will not discriminate against or criticize members of this classroom community based on gender, ethnic origin, sexual orientation, disability, or religion. Everyone is welcome here.

STUDY QUESTIONS (125 POINTS)

One of the objectives of this course is to help you improve your skill at reading primary texts in philosophy. **Philosophy texts are challenging, and you should expect to read each assigned text several times.** The study questions in each chapter are useful to guide your reading and thinking. All answers must be typed and submitted on Blackboard prior to class. Hard copy submissions and email submissions are not accepted.

Responses will be graded according to this scale:

- ◇ 8 points for excellent/exemplary answers
- ◇ 6 points for adequate/reflective answers
- ◇ 4 points for complete submissions that may have substantial errors

Study questions are due before each class. *No make-up responses will be accepted unless an extension has been arranged in advance, no exceptions.* Note that what matters is the total number of points, not the number of assignments. Once you reach 125 points, this is the maximum, and you may be excused from the remaining study questions. Keep on top of these, and you will find that they are an easy way to boost your grade!



George Berkeley

*“The condition of
man...is a condition
of Warre of every
one against every
one.”
—Thomas Hobbes*

ESSAY (200 POINTS)

Your essay provides the opportunity for you to do in-depth research on one of the course topics. Expect your rough draft to undergo several rounds of revision, including peer reviews and feedback from your instructor. Points will be divided in the following way:

- 10 points: on-time proposal
- 20 points: submission of complete rough draft
- 20 points: 2 peer reviews @ 10 points each
- 150 points: final draft

All essays should be typed, 11 or 12 point font (Arial, Calibri, or Times New Roman), 1-inch margins. You should use APA, MLA, or Chicago for citations. All essays must be submitted electronically on Blackboard (email and hard copies will not be accepted). Further instructions will be available on Blackboard.

TESTS (375 POINTS)

There will be three take-home essay exams. The tests will ask you to explain important concepts, compare and contrast some of the theories we will discuss, and to critically engage the course material. Each exam will be worth 125 points. The third exam (final exam) is not cumulative.

LATE WORK POLICY

Everyone starts with 2 late passes, which may be used for any reason. Using a late pass gives you an extra 72 hours to complete an assignment.

After your late passes have been used, late work will receive one letter-grade reduction per day late up to 5 *calendar* days after the assignment is due. After 5 days, you will not be able to turn in your work for credit. I make exceptions to this policy if you have an emergency, but **to be considered for an exemption it is your responsibility to notify me in advance.**



David Hume

SCHEDULE

Each reading should be completed before the beginning of class on the date assigned.
All readings are from the Shapiro & Lascano anthology, unless otherwise noted.

Introduction		Th 1/13: Course Introduction —From medieval to modern philosophy; syllabus review Read: Introduction, p. IX-XI
Week 1:	T 1/18: Michel de Montaigne Read p. 1-17 Study Questions, p. 2: “Of Cannibals” #1-3; “Apology for Raymond Sebond” #3-5	Th 1/20: Francis Bacon —the new instrument for scientific knowledge Read p. 18-30 Study Questions, p. 19: ALL
Week 2:	T 1/25: Marie le Jars de Gournay, Anna Maria von Schurman Read p. 31-38, 128-137 Study Questions, p. 32: #2-3; p. 129, #2-3	Th 1/27: René Descartes, Meditations 1&2 —Cartesian skepticism, cogito ergo sum Read p. 85-86; 95-104 Study Questions, p. 86, Meditations #1-3
Week 3:	T 2/2: René Descartes, Meditations 3&4 —cosmological argument, the source of false beliefs Read p. 104-116 Study Questions, p. 86-87, Meditations #4-5	Th 2/3: René Descartes, Meditations 5 & 6, Correspondence with Princess Elisabeth —ontological argument, the mind/body problem Read: p. 116-127; p. 168-175 (1643 correspondence) Study Questions, p. 86, Meditations, #6-7; p. 169, 1643 Correspondence, #1 & #4
Week 4:	T 2/8: Margaret Cavendish/François Poullain de la Barre —the rationality of animals; the equality of women Read p. 551-562 Study Questions, p. 552: “The Equality of Both Sexes” #1, 2, 4	Th 2/10: Thomas Hobbes —the social contract Read p. 39-44 (Ch. 1-2), p. 51-60 (Ch. 5&6), p. 67-81 (Ch. 13-15) Study Questions, p Exam #1 Due @ 11:59pm on Fri, 2/11 on BB
Week 5:	T 2/16: Baruch (Benedict) de Spinoza —God & substance, nature Read p. 367-388 Study Questions, p. 368, #1	Th 2/18: Baruch (Benedict) de Spinoza —mind, body, and the passions Read p. 388-394, 407-430 Study Questions, p. 368, #3
Week 6:	T 2/22: Baruch (Benedict) de Spinoza —freedom and the blessed life Read p. 432-457 Study Questions, p. 368, #7-9	Th 2/24: No Class Rest and catch up on reading!
Week 7:	T 3/1: Gottfried Wilhelm Leibniz —primary truths, language, and substance Read p. 506-507; On BB—“Leibniz, First (Primary) Truths Study Questions: Write 2 discussion prompts	Th 3/3: Gottfried Wilhelm Leibniz —monads, pre-established harmony Read p. 508-513; 532-537; On BB—“Leibniz, Monadology” Study Questions, Monadology #1-3, 6

SCHEDULE

Each reading should be completed before the beginning of class on the date assigned. Assignments are due at the beginning of class.

Week 8:	T 3/8: John Locke —no innate ideas, primary & secondary qualities Read p. 290-302 & 343-351 Study Questions, p. 291, #1	Th 3/10: John Locke/Catherine Trotter Cockburn —personal identity, property, colonialism Read p. 351-361; On BB—Locke, <i>Second Treatise on Government</i> , Ch. 1-5; also, “Catherine Trotter Cockburn” Study Questions: Write two discussion prompts
Week 9:	3/15: George Berkeley —idealism Read p. 668-690 Study Questions, p. 669, #1-3	3/17: George Berkeley —objections & replies Read on BB, “Berkeley The Second Dialogue” Study Questions, Second Dialogue, #1-3 Exam #2 Due @ 11:59pm on Fri, 3/18 on BB
3/21–3/25 Enjoy your Spring Break!		
Week 10:	T 3/29: Anton Wilhelm Amo —the concept of race, Stahlism, biological classification Read p. 709-710; On BB, “Justin E. H. Smith on Anton Wilhelm Amo” Study Questions: Write 2 discussion prompts Topic Submissions Due	Th 3/31: Quobna Ottoba Cugano Read on BB, “Quobna Ottoba Cugano, Thoughts and Sentiments on the Evil of Slavery” p. 5-31 Study Questions: Write 2 discussion prompts
Week 11:	T 4/5: David Hume —ideas and impressions, causation Read p. 778-795 Study Questions, p. 779 #1, 4	Th 4/7: David Hume —personal identity, liberty and necessity Read p. 795-818; on BB, Hume’s <i>Treatise</i> 4.6 Study Questions, p. 779 #5-6
Week 12:	T 4/12: David Hume —miracles, religion Read on BB: “Hume, <i>Enquiry</i> ,” Sec X, “Of Miracles, p. 1-7; “Hume, <i>Dialogues Concerning Natural Religion</i> ” Letter and Parts 1, 2, 5 Rough Draft of Essay Due	Th 4/14: David Hume/Adam Smith — <i>A theory of moral sentiments</i> Read p. 818-826; 925-931 Study Questions, p. 779, <i>Morals</i> , #2-3; p. 926, #1 and #3
Week 13:	T 4/19: Jean-Jacques Rousseau —the state of nature Read p. 869-901 Study Questions, p. 869, #1, 4, 5 Peer Reviews Due	Th 4/21: Immanuel Kant — <i>prolegomena to any future metaphysics</i> Read p. 932-944 Study Questions, p. 933, <i>Prolegomena</i> , #1, 2, 5
Week 14:	T 4/26: Immanuel Kant —the categories, the transcendental unity of apperception Read on BB—“Kant, <i>Critique of Pure Reason</i> ,” p. 28-36, 74-81 Study Questions: Write 2 discussion prompts Final Draft of Essay Due	Th 4/28: Immanuel Kant —what is enlightenment? Read p. 945-948 Study Questions, p. 933, <i>What is Enlightenment?</i> , #1, 2, 4
Week 15:	Take-Home Third Exam Due: Thursday, May 5, 11am on Blackboard	

IMPORTANT INFORMATION

Please read the following information carefully. These notifications are required by the UCA administration to appear on all UCA course syllabi.

- ◇ **Face Coverings Statement:** All students are expected to comply with the University policy regarding face coverings (see <https://uca.edu/coronavirus/students/>).
- ◇ **Academic Integrity Statement:** The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the *Student Handbook*. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.
- ◇ **Americans with Disabilities Act:** The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Disability Resource Center, 450-3613.
- ◇ **Building Emergency Plan:** An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at <https://uca.edu/go/bep-library>. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.
- ◇ **Title IX Disclosure:** If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to "student-on-student" or "employee-on-student"), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs, and the obligation to conduct an investigation will depend on the specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: <https://uca.edu/titleix>. *Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.
- ◇ **Student Handbook:** Students are strongly encouraged to familiarize themselves with all policies in the [Student Handbook](#), especially the Academic Policies and the Sexual Harassment Policy.