

17th and 18th Century Philosophy

PHIL 3302

CRN 35587

T/TH 12:15 -1:30pm

IRBY 307

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 philosophical ideas in discussion and in writing



René Descartes

CONTACT

Office: Irby 118d Office

Hours:

M/W 11am–12:00pm

T/Th 1:30–3:00pm

and by appointment

Email:

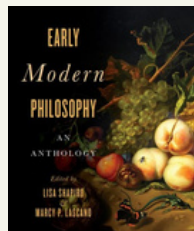
smason@uca.edu

Philosophy Department

Main Office:

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)	375 points



Gabrielle Suchon

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

Attendance / Participation

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) this is an elective class, 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 for financial aid, etc.

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.

This is a fully in-person class. The option to attend class via zoom will be available only if there is a significant demonstrated need (for instance, illness requiring quarantine, significant medical emergency, unexpected care-giving obligations). This option is available on a case-by-case basis, and should be treated as a last resort. Also, 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

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 reading questions in each chapter are useful to guide your reading and thinking. All answers must be submitted before the beginning of class on the day they are assigned, and may be uploaded to Blackboard or submitted in class (hard copy). Email submissions are not accepted.

Responses will be graded according to this scale:

- 7 points for excellent/exemplary answers
- 5 points for adequate/reflective answers
- 3 points for complete submissions that may have significant errors

Reading 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 topic submission
- 20 points: submission of a **complete** rough draft
- 20 points: 2 peer reviews @ 10 points each
- 150 points: final draft

Detailed instructions for formatting and submission will be posted 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. I reserve the right to require an oral component for any exams, should I perceive it necessary to verify the authorship of your submissions.

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*.

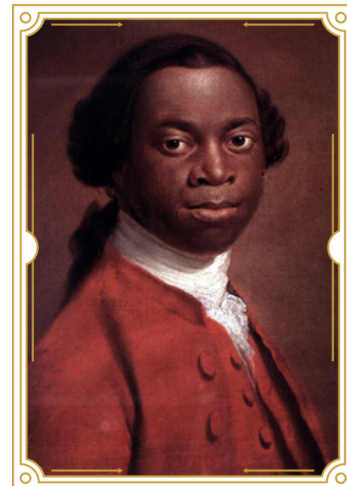


David Hume

Technology Policy

Good dialogue is essential to productive philosophical inquiry. This semester we will focus on developing constructive conversation norms in the classroom. Everyone should expect to participate, and everyone should also make space for others to participate.

Cell phones and other devices (laptops, tablets) are distraction-generators. They keep you from being present in the classroom and from fully engaging with others. There should be no cell phones out in class. Laptops, tablets, and other devices are permitted only for note-taking, although I recommend taking handwritten notes as studies show that writing by hand increases retention. Students who do not follow this policy will be asked to put their devices away and may be asked to leave class for the day. Exceptions will be evaluated on a case-by-case basis; all OARS requests will be accommodated.



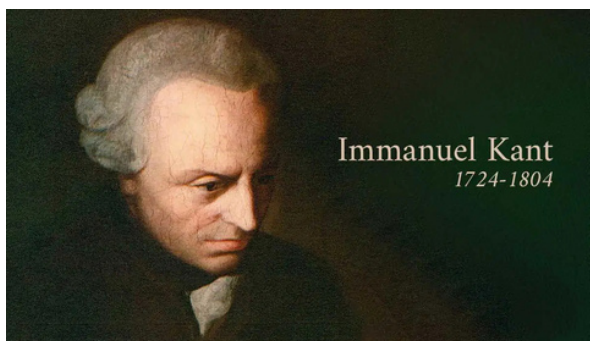
Ottobah Cugoana

AI and Academic Integrity

In order to accomplish the learning objective of gaining skill in critical reading and writing, it is essential that students write their own work. AI is a moderately reliable research tool at best, and although its text generation can mimic an academic style, the content tends to be formulaic and shallow. At worst, it produces text that is fabricated and/or false. Furthermore, students who use AI to replace their own critical thinking and writing are, in essence, cheating themselves out of their own education. It is impossible for me to assess your own thinking if you use AI tools to write for you (this also applies to plagiarism).

Generative artificial intelligence (AI) programs, such as ChatGPT, may not be used for any work or assignments required in this course. Submission of partial or complete work from generative AI programs is not permitted. Cases of AI usage will be treated as plagiarism as defined in UCA's Academic Integrity Policy and handled in accordance with the procedure outlined therein.

Plagiarism will always result in a 0 for the assignment, and may result in an F in the course and the submission of an official report, at the discretion of the instructor.



Classroom Culture Statement

In this course, you will be encouraged 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 someone, 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.

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		<i>Th 1/9: Course Introduction—From medieval to modern philosophy; syllabus review</i> Read: Introduction, p. IX-XI and review lecture notes (online)
Week 1:	<i>T 1/14: Michel de Montaigne</i> Read p. 1-17 Study Questions, p. 2: “Of Cannibals” #1-3; “Apology for Raymond Sebond” #3-5	<i>Th 1/16: Francis Bacon—the new instrument for scientific knowledge</i> Read p. 18-30 Study Questions, p. 19: ALL
Week 2:	<i>T 1/21: Marie le Jars de Gournay; Anna Maria von Schurman</i> Read p. 31-38 and p. 128-137 Study Questions, p. 32: #2; p. 129, #2-3	<i>Th 1/23: René Descartes, Meditations 1 & 2—Cartesian skepticism, cogito ergo sum</i> Read p. 85-86; 95-104 (read p. 87-95 if time) Study Questions, p. 86, <i>Meditations</i> #1-3
Week 3:	<i>T 1/28: René Descartes, Meditations 3 & 4—cosmological argument, the source of false beliefs</i> Read p. 104-116 Study Questions, p. 86-87, <i>Meditations</i> #4-5	<i>Th 1/30: René Descartes, Meditations 5 & 6, Correspondence with Princess Elisabeth—ontological argument, the mind/body problem</i> Read: p. 116-127; p. 168-175 (1643 correspondence) Study Questions, p. 86, <i>Meditations</i> , #6-7; p. 169, 1643 Correspondence, #1 & #4
Week 4:	<i>T 2/4: François Poulain de la Barre—the equality of women</i> Read p. 551-562 Study Questions, p. 552: “The Equality of Both Sexes” #1-4	<i>Th 2/6: Sor Juana Inéz de la Cruz—</i> Read p. 572-582 Study Questions, p. 573: “Let us pretend...” #1-2; “Response of the Poet...” #3
Week 5:	<i>T 2/11: Thomas Hobbes—the social contract</i> Read p. 39-44 (Ch. 1-2), p. 51-60 (Ch. 5&6), p. 67-81 (Ch. 13-15) Study Questions, p. 40, <i>Leviathan</i> #1, 5, 6	<i>Th 2/13: Baruch (Benedict) de Spinoza—God & substance, nature</i> Read p. 367-388 Study Questions, p. 368, #1 Exam #1 Due @ 11:59pm on Sat, 2/15 on BB
Week 6:	<i>T 2/18: Baruch (Benedict) de Spinoza—mind, body, and the passions</i> Read p. 388-394, 407-430 (read the propositions, skim the rest if necessary) Study Questions, p. 368, #3	<i>Th 2/20: Baruch (Benedict) de Spinoza—freedom and the blessed life</i> Read p. 432-457 (skim if necessary) Study Questions, p. 368, #7-9
Week 7:	<i>T 2/25: Gottfried Wilhelm Leibniz—primary truths, language, and substance</i> Read p. 506-507; Also read from Blackboard—“Leibniz, First (Primary) Truths” Study Questions: See Blackboard	<i>Th 2/27: Gottfried Wilhelm Leibniz—monads, pre-established harmony</i> Read p. 508-513; 532-537; On Blackboard: “Leibniz, <i>Monadology</i> ” Study Questions, <i>Monadology</i> #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 3/4: John Locke—no innate ideas, primary & secondary qualities*
Read p. 290-302 & 343-351
Study Questions, p. 291, #1
- Th 3/6: John Locke/Catherine Trotter Cockburn—personal identity, property, colonialism*
Read p. 351-361; On BB—Locke, *Second Treatise on Government*, Ch. 1-5; also, “Catherine Trotter Cockburn”
Study Questions: See Blackboard
- Week 9: *3/11: George Berkeley—idealism*
Read p. 668-690
Study Questions, p. 669, #1-3
- 3/13: George Berkeley—objections & replies*
Read on BB, “Berkeley The Second Dialogue”
Study Questions, Second Dialogue, #1-3
- Exam #2 Due @ 11:59pm on Fri, 3/15 on BB**
- Week 10: *T 3/18: 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: See Blackboard
- Th 3/20: Quobna Ottoba Cugano*
Read on BB, “Quobna Ottoba Cugano, Thoughts and Sentiments on the Evil of Slavery” p. 5-31
Study Questions: See Blackboard

SPRING BREAK

- Week 11: *T 4/1: David Hume—ideas and impressions, causation*
Read p. 778-795
Study Questions, p. 779 #1, 4
- Topic Submissions Due**
- Th 4/3: David Hume—personal identity, liberty and necessity*
Read p. 795-818; on BB, Hume’s *Treatise* 4.6
Study Questions, p. 779 #5-6
- Week 12: *T 4/8: David Hume—miracles, religion*
Read on BB: “Hume, Enquiry,” Sec X, “Of Miracles,” p. 1-7; “Hume, *Dialogues Concerning Natural Religion*” Letter and Parts 1, 2, 5
Study Questions: See Blackboard
- Th 4/10: David Hume/Adam Smith*
Read p. 818-826; 925-931
Study Questions, p. 779, *Morals*, #2-3; p. 926, #1 and #3
- Week 13: *T 4/15: Hume and Animals*
Readings TBD
Study Questions: See Blackboard
- Rough Draft Due**
- Th 4/17: Immanuel Kant—prolegomena to any future metaphysics* Read p. 932-944
Study Questions, p. 933, *Prolegomena*, #1, 2, 5
- Peer Reviews Due**
- Week 14: *T 4/22: Immanuel Kant—the categories, the transcendental unity of apperception*
Read on BB—“Kant, Critique of Pure Reason,” p. 28-36, 74-81
Study Questions: See Blackboard
- Th 4/24: Immanuel Kant—what is enlightenment?*
Read p. 945-948
Study Questions, p. 933, *What is Enlightenment?*, #1, 2, 4
- Final Draft of Essay Due at end of day (11:59pm)**
- Week 15: **Take-Home Third Exam Due:
Tuesday, April 29, 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.

Mask Policy: Students are expected to follow all university requirements regarding face coverings. Up-to-date information is posted at <https://uca.edu/coronavirus/>.

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 Office of Accessibility Resources and Services (OARS), 501-450-3613.

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: In furtherance of its core values—academic vitality, integrity, and diversity—UCA is dedicated to promoting a campus community free from discrimination. Title IX of the Education Amendments Act of 1972 requires all educational institutions to address gender-based discrimination on campus, and UCA implements these Federal requirements through a fair, consistent, and appropriate process of investigation and adjudication. Please see UCA's Title IX website (<https://uca.edu/titleix/>) for the university's policy, relevant forms, training opportunities, and related information.

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. Students are responsible for knowing the content of these policies and adhering to them.