

0101P212

Early Modern Philosophy

Instructor: TBA

Time: May 9, 2022-June 10, 2022

Office Hours: 2 hours (according to the teaching schedule)

Contact Hours: 60 (50 minutes each)

Credits: 4

E-mail: TBA

Course Description

The transition from the Medieval to the Modern era in philosophy began, roughly, in the late 16th and early 17th centuries and ended, again roughly, in the late 18th century. In this course we will cover the works of various great thinkers from this time period including Descartes, David Hume, Thomas Hobbes, John Locke, and others. Finally, we will discuss various philosophical topics including the nature of knowledge, identity, the mind, ethics, and politics.

Required Textbook(s)

All readings can be found online, links and/or copies of the assigned text will be provided.

Course Set up and Expectations

This course is broken up into units.

- ❖ The units are set up by theme. Each unit is designed to introduce you to the writings and ideas of key philosophers (as well as lesser known

philosophers) from the early modern period as they correlate with the given theme.

Note on assigned **Reading Homework**: Prior to each of the units, you will do assigned corresponding readings, as they will be essential to helping you navigate and understand the material within the lectures.

Note on **Weekly Discussions**: At the end of each week you will engage in discussion with your fellow classmates about the core material as well as any discussion prompts or thought experiments I provide throughout the unit. **Participation** in these discussions are mandatory and will count as your overall participation grade.

Note on **Weekly Reflections**: At the end of each week you will be expected to complete a 1.5 to 2-page reflection on the general ideas from the unit or on a specific question or thought experiment related to the unit. These reflections will count as **50% of your grade**, thus it's essential that you complete them. There will be one a week, 5 total, and they will provide you with an opportunity to show that you understand the material from the unit/week.

Note on **Portfolio**: You will be assigned and expected to complete a mini-portfolio for the course that counts as 20% of your grade.

A quick note on Philosophical readings

Philosophical readings can be complex in nature and the language sometimes difficult. They make take up a substantial amount of your homework time. Thus, I encourage you to start reading early, read more than once, and don't be afraid to look up a summary of the key ideas from the assigned reading on the internet. I will break the key ideas from the readings down for you within my lectures as well, however students that come into the lecture with a basic understanding of the ideas do better and the lecture content makes more sense, as they know exactly what I'm referencing.

The importance of participation and engagement

Philosophy is something you Do—Thus, the dialogue and discussion portion of the course is essential and should prove to be lively.

Course Schedule

Please note that the schedule is meant to give an overview of the major concepts this course. Changes may occur in this calendar as needed to aid in the student's development.

Week 1: Course Introduction and Epistemology (12 Lectures)

- Reading 1: Rene'Descartes "Meditations I and II" (1641)
- Reading 2: John Locke " An Essay Concerning Human Understanding " (Selected Excerpts)(1689)

Weekly reflection due no later than: 5/15

Weekly discussion to be held no later than: 5/15

Week 2: Personhood and Personal Identity (Approx.10 Lectures)

- Reading 1: David Hume " A Treatise of Human Nature" Book I, Part IV, Section VI(1739-1740)
- Reading 2: John Locke " An Essay Concerning Human Understanding " (Selected Excerpts)(1748)

Weekly reflection due no later than: 5/22

Weekly discussion to be held no later than: 5/22

Week 3: Ethics(Approx.12 – 14 lectures)and Unit 4 – Free Will (Approx.4-6 lectures)

- Reading 1: Immanuel Kant "Critique of Pure Reason"(Selected Excerpts or an overview)(1781)
- Reading 2: Jeremy Bentham " An Introduction to the Principles of Morals and Legislation"(1789)

Weekly reflection due no later than: 5/29

Weekly discussion to be held no later than: 5/29

Week 4: Socio-Political Philosophy (Approx.10-12 Lectures)

- Reading 1: Thomas Hobbes "Leviathan" (Selected Excerpts)(1651)
- Reading 2: John Locke " An Essay Concerning Human Understanding " (Selected Excerpts)(1689)

Weekly reflection due no later than: 6/5

Weekly discussion to be held no later than: 6/5

Final portfolio due no later than: 6/5

Week 5: Forgotten voices from this period (Approx.8-12 Lectures)

- Tentative Reading 1 or coverage of: Elisabeth, Princess of Bohemia; 1618-1680
- Tentative Reading 2 or coverage of: Judith Sargent Murray; 1751-1820
- Tentative Reading or coverage of: Sor Juana Inés de la Cruz 1651-1695

Weekly reflection due no later than: 6/8

Weekly discussion to be held no later than: 6/8

Final exam to taken no later than: 6/9 in order to provide the professor time to grade

Supplementary readings for the course that may be included in discussion or encouraged for future reading on the period.

- Gottfried Wilhelm Leibniz “Discourse on Metaphysics and The Monadology” (Selected excerpts)(1686)
- Gottfried Wilhelm Leibniz “Clark Correspondence” (1715-1716)
- George Berkeley “Three Dialogues between Hylas and Philonous” (1713)

Grading Policy

Participation(discussions)	10%
Homework Assignments and Thought Experiments	50%
Reflection Paper/Portfolio	20%
Final examination	20%
Total	100%

Grading Scale

The instructor will use the grading system as applied by JNU:

Definition	Letter Grade	Score
Excellent	A	90~100
Good	B	80~89
Satisfactory	C	70~79
Poor	D	60~69
Failed	E	Below 60

Academic Integrity

As members of the Jinan University academic community, students are expected to be honest in all of their academic coursework and activities. Academic dishonesty, includes (but is not limited to) cheating on assignments or examinations; plagiarizing, i.e., misrepresenting as one's own work any work done by another; submitting the same paper, or a substantially similar paper, to meet the requirements of more than one course without the approval and consent of the instructors concerned; or sabotaging other students' work within these general definitions. Instructors, however, determine what constitutes academic misconduct in the courses they teach. Students found guilty of academic misconduct in any portion of the academic work face penalties that range from the lowering of their course grade to awarding a grade of E for the entire course.