暨南大學
JINAN UNIVERSITY

0101P212
Early Modern Philosophy

Instructor: TBA

Office Hours: by appointment

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.

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)

Course Set up and Expectations.

This course is self-paced and broken up into 8 modules designed to be completed on the learner's timeline. The modules are set up by themes. Each module is designed to introduce you to the writings and ideas of key philosophers (as well as less known philosophers) from the early modern period as they correlate with the given theme.

Readings: Each module contains corresponding readings to the given theme and will be essential to helping you navigate and understand the material within the lectures.

Quizzes: Each module will conclude with a quiz designed to assure comprehension of the covered material.

Theory in Application Assignment: Near the end of the course students will be expected to complete a 2–3-page reflection demonstrating an ability to connect theory to lived experience.

Final Exam: The course will conclude with a final exam. The final exam will be proctored online.

A quick note on Philosophical readings

Philosophical readings can be complex in nature and the language is sometimes difficult. They may make 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.

Learning Objectives

By the end of the course, students will be able to:

- Identify & interpret key philosophers and theories from the Early Modern Era
- Synthesize information & demonstrate an understanding of key thinkers, text, & lectures.
- Exhibit an understanding of and ability to articulate a connection between theory from the Early modern era and our daily lives.

Course Outline

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

Module 1: Introduction to Early Modern Philosophy

Main topics covered Module 1: Overview of Early Modern Philosophy & an introduction to philosophical thinking. The assessment of knowledge for this module will be incorporated into quiz 2. This introductory module is an opportunity to set the foundation for learning, thus no reading or quiz – Lecture only.

Theme: Foundations of Philosophy & the Early Modern Period

- No Readings this semester – Lectures Only
- Assignment: No Quiz for module 1. **Note:** The quiz for module 1 will be incorporated within the quiz for module 2.

Module 2: Epistemology (Early Modern Era)

Main topics covered Module 2: Overview of Early Modern Philosophy, An introduction to philosophical thinking (philosophy bootcamp), Epistemological theory of Descartes, Epistemological theory of Locke, Epistemological theory of Kant, and a review.

Theme: Epistemology (Early Modern Era)

- Reading 1: Rene'Descartes "Meditations I and II" (1641)
- Reading 2: John Locke "An Essay Concerning Human Understanding" (Selected Excerpts) (1689)
- Assignment: Quiz 2 (includes 2 questions on content from module 1)

Module 3: Personhood & Identity (Early Modern Era)

Main topics covered Module 3: An overview of philosophical personhood and personal identity, John Locke's theory of personal identity, A contemporary comparative view of Locke's theory of personal identity by Marya Schecthman, David Hume's theory of personal identity, Critical thinking activities related to personhood and personal identity, an overview of recognition politics in philosophy, and a review.

Theme: Personhood & Identity (Early Modern Era)

- 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)
- Assignment: Quiz 3

Module 4: Ethics (Early Modern Era)

Topic to be covered this Module: Perspectives on philosophical ethics from the early modern period including Immanuel Kant, Jeremy Bentham, and John Stuart Mill.

Theme: Ethics (Early Modern Era)

  - 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)
- Assignment: Quiz 4
- Assignment: Details of Final "Theory in Application Assignment will be provided". Note: This assignment is not due this module. You have time to work

on it. This assignment will be due alongside your final at the conclusion of the course.

Module 5: Free Will & Freedom (Early Modern Era)

Topic to be covered this Module: Perspectives on free will and freedom from the early modern period

Theme: Free will & Freedom (Early Modern Era)

- No Readings – Lectures Only
- Assignment: Quiz 5

Module 6: Socio-political Philosophy (Early Modern Era)

Topics to be covered this module: Socio-political philosophical theories from the Early Modern period including Hobbes, Locke, and Rousseau.

Theme: Socio-political Philosophy (Early Modern Era)

- Reading 1: Thomas Hobbes "Leviathan" (Selected Excerpts) (1651)
- Reading 2: John Locke "An Essay Concerning Human Understanding" (Selected Excerpts) (1689)
- Assignment: Quiz 6

Module 7: Forgotten voices from the Early Modern Era

In this unit we will cover the readings and ideas of various thinkers that are lesser known from the early modern period, including: Beccaria, Mary Astell, Zera Yacob, George Berkely, and Voltaire

Theme: Forgotten voices from the Early Modern Era

- Reading: Select any one of the following readings for this module
  - George Berkeley "**A Treatise Concerning the Principles of Human Knowledge" (1710) Section, "Of the Principles of Human Knowledge**
  - Zera Yacob "Hatata" (1667)
  - Mary Astell "A Serious Proposal to the Ladies" (1694)
  - Blaise Pascal "Pensees" (1670)

- Voltaire "Candide" (1759)
- Cesare Beccaria "Crime and Punishment" (1764)

- Assignment: Quiz 7

Module 8: Conclusion of The Course

- Submit Final Theory in Application Assignment
- Final Exam Review
- Take Final Exam

Grading Policy

6 Quizzes (10 points each, total 60)	60%
Theory in Application (20 points total)	20%
Final examination (20 points)	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.