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PHL 262Y.80: History of Modern Philosophy - Honors

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PHL 262Y – Modern Philosophy Syllabus

Prof. Soazig Le Bihan – University of Montana – Spring 2022

Logistics:

- Class on MWF, 12-12:50, MW face-to-face in SS 254; **Fridays on Zoom:**
<https://umontana.zoom.us/j/99176466440?pwd=VXE4L0JsaXBEMHUwV2NwM250aGxXZz09>
 Meeting ID: 991 7646 6440 – Passcode: Cogito
 You may join via Zoom on Mondays and Wednesdays as well if you are sick / quarantined.
- Office hours on Zoom, Wednesdays 1-2:30pm:
<https://umontana.zoom.us/j/91812086977?pwd=UWNkT01wRzkvazhUYXZuRFV2b0oxQT09>
 Meeting ID: 918 1208 6977 - Passcode: UMLeBihan
- Email: soazig.lebihan@umontana.edu / Phone: 406-243-6233

Course Description: *A survey of the history of philosophy from Descartes to Kant*

Learning Goals:

Per [UM catalog](#), a course satisfying the Democracy and Citizenship (D&C) General Education requirement aims to “ground students in the ideas, institutions, and practices of democratic societies and their historical antecedents. Knowledge gained through the course will prepare students to understand the rights and responsibilities of engaged citizenship and to assess the characteristics, contributions, and contradictions of democratic systems.

Upon completion of a D&C course, students will be able to:

1. Demonstrate informed and reasoned understanding of democratic ideas, institutions and practices, from historical and/or contemporary perspectives;
2. Analyze and evaluate the significance and complexities of engaged citizenship; and
3. Articulate the causes and consequences of key historical and/or contemporary struggles within democratic systems or their antecedents, including but not limited to those pertaining to issues of diversity, equity, and justice.”

In this course, we will achieve these goals through the study of the metaphysical and epistemological theories developed by some of the “Enlightenment” philosophers very broadly understood (17th and 18th century). We will focus on how these theories have served as the foundations of the Western democratic ideal and its contradictions.

Upon completion of this course, students thus are expected to be able to:

- LG1: Demonstrate an informed and reasoned understanding of some of the metaphysical and epistemological views of some of the major Enlightenment philosophers (Goal 1 above);
- LG2: Demonstrate informed and reasoned understanding of how the metaphysical and epistemological views of Enlightenment philosophers are foundational to Western democratic ideas, institutions, and practices (Goal 1 above);
- LG 3: Demonstrate informed and reasoned understanding of the moral ambiguities laying at the foundations of Enlightenment philosophy and how they contributed to some of the contemporary struggles within democratic systems (Goal 3 above);
- LG4; Articulate what these foundations imply regarding the complexities of engaged citizenship (Goal 2 above).

In addition, the course aims at developing of the [NACE competencies](#), including critical thinking, communication, teamwork, equity and inclusion, professionalism (time management and organization), and leadership (for honors students). To that effect, upon completion of this course, students will be able to:

- LG5: Read conceptually complex texts, including extracting and evaluating arguments, exploring the relationships between different views, and considering multiple perspectives when appropriate (critical thinking);
- LG6: Construct, convey, and argue for their own coherent views (creative thinking and communication);

- LG7: Plan, organize, and complete a group project (team work and professionalism / leadership).

Assessment:

Your grade for the course will be based on the following:

Attendance and Participation	20%
Mid-Term Exams	50% (25% Each)
Group Projects	30%

I typically use the following scale for grades:

<ul style="list-style-type: none"> • 97-100: A+ • 93-96: A • 90-92: A- • 87-89: B+ • 83-86: B • 80-82: B- 	<ul style="list-style-type: none"> • 77-79: C+ • 73-76: C • 70-72: C- • 67-69: D+ • 63-66: D • 60-62: D-
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An F grade will be given to assignments that do not meet that minimum requirements to get any credit.

Attendance and Participation:

We will be using **Top Hat Pro** (www.tophat.com) for class attendance and participation. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. For instructions on how to create a Top Hat account and enroll in our Top Hat Pro course, please refer to the invitation sent to your school email address or consult Top Hat's Getting Started Guide (<https://bit.ly/31TGMlw>).

If you already have a Top Hat account, go to [URL] to be taken directly to our course. If you are new to Top Hat, follow the link in the email invitation you received or...

- Go to <https://app.tophat.com/register/student>
- Click "Search by school" and input the name of our school
- Search for our course with the following join code:
 - URL: <https://app.tophat.com/e/308997>
 - Join Code: 308997

If a paid subscription is required, it will be listed at checkout when you enroll in our Top Hat Pro course. Should you require assistance with Top Hat at any time please contact their Support Team directly by way of email (support@tophat.com), the in-app support button, or by calling 1-888-663-5491. Specific user information may be required by their technical support team when troubleshooting issues.

In addition, I will record your efforts to meaningfully participate in class discussion. Meaningful participation is when students come to class well prepared and contribute by sharing thoughts and questions that show familiarity with the material (for example, they explicitly refer to the material discussed in class) and/or show interest in other students' contributions and/or advance class discussion. Clarifying questions count as meaningful participation. Each time you participate, you will earn **0.1 points of extra-credit** on your final grade, up to 0.5 points (half a letter grade).

Exams

All exams will start at the beginning of class, at what point the exam will be open on Moodle and due the same evening at 11:30PM. You may consult the reading material as well as your notes to complete your exam. You are required to work alone on the exams. The exams' purpose will be to assess how far you have gone toward reaching LG1-6.

Accordingly, exams will consist in three parts:

1. An assessment of your understanding of the views of the philosophers we have covered via multiple choice questions regarding the content of philosophical theories we have covered;
2. An assessment of some specific critical thinking skill:
 - Exam 1: Paraphrase, close reading, and argument reconstruction;
 - Exam 2: Application, Assessment, and comparison of theories.You will be asked to complete an exercise we have practiced in class.
3. An assessment of your understanding of the legacy of enlightenment philosophies with regard to the Western democratic ideal and its contradictions. This will consist in a very short essay.

Grading rubrics for exams will be provided with the exam.

The first mid-term exam will be on the material covered since the beginning of class. Mid-term exams following the first exam will be on the material covered since the previous mid-term.

Group Projects

You are required to complete a group project on the legacy of Enlightenment philosophy onto the Western democratic ideal and its contradictions. Honors students will be asked to lead the group project.

The groups project serves Learning Goals LG1-7. Accordingly, the group project will ask you to show your understanding of Enlightenment philosophies, how they serve as the foundation of the Western Democratic ideals and its contradictions, and what this implies regarding the question of proper engaged citizenship.

The grading rubric for the group project will be provided later in the semester.

Tokens:

Life sometimes interferes with academics. When this happens, it become challenging for students to meet academic deadlines and students often experience counter-productive anxiety. This course uses “tokens” to provide some flexibility around deadlines. Every student will start the semester with 10 tokens. During the semester, they may exchange their tokens for the following:

- One absence from class (3 tokens)
- 12h extension on an assignment (5 tokens)
- 24h extension on an assignment (10 tokens)

University Resources

Writing Center

Students from all levels can take advantage of the writing center (LA 144: drop in or by appointment). “The Writing Center exists to help all UM students improve their writing skills as they pursue their academic and professional goals. We provide free writing instruction through one-on-one tutoring, in-class workshops, and the Writing Assistant program.” (quoted from the Writing Center website). For more information, go the website:

http://www.umt.edu/writingcenter/welcom_about.htm

Academic Misconduct

You are strictly held to the University of Montana Student Conduct Code

<http://life.umt.edu/vpsa/documents/StudentConductCode1.pdf>.

Unless collaborative work is specifically called for, work on assignments, quizzes, and exams is expected to be your own. If you cheat, your assignment will receive a zero. You may fail the class altogether depending on the circumstances. Also, I will report the case to the Dean.

I will be glad to answer questions you may have about how to document sources properly. Anytime you use a phrase or sentence that someone has used before you on the topic of interest, you must cite your source. Anytime you take an idea from someone, you must cite your source.

Students with Disabilities

If you are a student with a disability and wish to discuss reasonable accommodations for this course, it is your responsibility to contact me and discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted Disability Services, located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your reasonable modifications. For more information, visit the Disability Services website at www.umt.edu/dss/.

Basic Needs Resources

Any student who faces challenges securing their food or housing, and believes that this could affect their performance in this course, is urged to use/contact any or all of the following campuses resources:

- The UM food pantry is located at the West Atrium Desk on the first floor of the University Center.
- ASUM Renter Center: Students can schedule an appointment with Renter Center staff, in order to discuss their situation and receive support and assistance.
- TRiO Student Support Services: TRiO serves UM students who are low-income, first-generation college students, or have documented disabilities. TRiO services include a book loan program, scholarships and financial aid help, and academic advising, coaching, and tutoring.
- If you are comfortable, please come see me as well. I will do my best to help you.
- The Financial Aid office also offers short-term loans in cases of temporary hardships. Apply on Cyberbear.

Schedule:

Overview:

Week	Date	Assignment	Assessment/Important Dates
Week 1	Jan. 18, 19, 21	Unit 1	No class on Monday
Week 2	Jan. 24,26,28	Unit 2	
Week 3	Jan. 31, Feb 2,4		
Week 4	Feb. 7,9,11	Unit 3	Feb.7: Last day to drop/ no "W".
Week 5	Feb. 14,16,18	EXAM	
Week 6	Feb 21, 23, 25	Unit 4	No class on Monday
Week 7	Feb. 28, March 2,4		
Week 8	March 7,9,11	Unit 5	
Week 9	March 14, 16, 18	Unit 6	
Week 10	March 21-25	Spring Break	
Week 11	March 28, 30, April 1	Unit 7	March 29: Last to drop / no "WP"/"WF"
Week 12	April 4, 6,8	EXAM	
Week 13	April 11,13,15	Unit 8	
Week 14	April 18, 20,22		
Week 15	April 25,27,29		
Week 16	May 2,4,6	Unit 9	
Week 17	May 9-13	Finals Week: Group Project due 5/9 11:30PM	

Detailed Schedule

Week	Unit	Assignment
Week 1	Unit 1: Introduction: Philosophy and the Enlightenment	<p>1/18 No class</p> <p>1/19 Syllabus, Career readiness, Meta-cognition, and Introduction: What is Enlightenment?</p> <p>1/21 What is Philosophy (and how to read it)? Readings/Video:</p> <ul style="list-style-type: none"> ○ Crash Course Philosophy: How to argue ○ Concepción, How to Read Philosophy ○ Kant, What is Enlightenment? <p>Going further/Honors:</p> <ul style="list-style-type: none"> ○ Mini-logic and Glossary. ○ Bristow, Enlightenment
Week 2-3	Unit 2: The Modern Mind/Self: Rational and Autonomous	<p>1/24 Doubt, against authority, skepticism: knowledge centered on the individual Readings/Video:</p> <ul style="list-style-type: none"> ○ Descartes Meditation 1 ○ Crash Course Philosophy: Cartesian Skepticism <p>Going Further / Honors: Newman, Descartes' Epistemology</p> <p>1/26 The Importance of Being Rational and finding one's own truth – What is immune to doubt? Readings/Video:</p> <ul style="list-style-type: none"> ○ Descartes Meditations 2 and 3 <p>Going Further/ Honors:</p> <ul style="list-style-type: none"> ○ Descartes Meditation 6 ○ Newman, Descartes' Epistemology <p>1/28 Skill Work: self-directed work on: Paraphrase, close reading and argument reconstruction Readings: Khalifa, The Art of Argument, Chap. 1. PowerPoint Presentation and Homework therein.</p> <p>1/31 Reason v. Religion (God of philosophers) Readings:</p> <ul style="list-style-type: none"> ○ Zera Jacob, Treatise, chapters 1-5 ○ Walda Heywat, Treatise, chapters 5-6 ○ Podcast "History of Philosophy without Any Gaps", episodes on Zera Yacob and Walda Heywat. <p>Going Further / Honors: Padgen, The Enlightenment and Why it Still Matters, Chap. 3 "A Fatherless God"</p> <p>2/2 Rationality, Freedom, Autonomy: Descartes v. Spinoza Readings/Video:</p> <ul style="list-style-type: none"> ○ Crash Course Philosophy: Free will v. Determinism ○ Spinoza on Determinism

		2/4 Skill Practice: Paraphrase, close reading, and argument reconstruction.
Week 4	Unit 3: The Modern Mind: Legacy	2/7 The Modern Mind – reason, freedom, autonomy – and democracy Readings: Lakoff, <i>Autonomy and Liberal Democracy</i> 2/9 The Modern Mind – reason, freedom, autonomy – and democracy Discussion 2/11 Skill Practice: Paraphrase, close reading, and argument reconstruction Reading: Descartes, <i>Discourse on Method</i> , selections
Week 5	EXAM	2/14 Review 2/16 EXAM 1 2/18 Review
Week 6-7	Unit 4: Some issues with Rationalism	2/21: No class 2/23: Rationalism and the Mind-Body Problem Readings: <ul style="list-style-type: none"> o Descartes, Principles, Part I, Paragraphs 51-54 o Elizabeth of Bohemia and Descartes, Correspondence, Selections Mind-Body (61-73) 2/25 Solutions to the Mind-Body problem/ Skill Work: Application, assessment, and comparison of theories Readings: <ul style="list-style-type: none"> o Anton Wilhem Amo, <i>The Apathy of the Human Mind</i>, chapters 1-2 (11 pages) o Margaret Cavendish, <i>Grounds for Natural Philosophy</i>, part 1, chapters 1-8 o Cavendish, <i>Grounds for Natural Philosophy</i>, appendix, part 1, chapters 1-2 o Cavendish, <i>Grounds for Natural Philosophy</i>, part 5, Selections Going Further / Honors: Podcast “History of Philosophy without Any Gaps”, episode on Amo 2/28 Innate ideas Readings: Locke, Essay concerning Human Understanding , Book I, Chapter 1 Going further / Honors: Locke, <i>Esasy</i> , Book I, Chapter 2 3/2 Innate Ideas, Cont’ed 3/4 Skill Work: Application, assessment and comparison of theories: Morality and innate ideas? Readings: Sheridan, Locke’s Moral Philosophy Going further / Honors: Kauppinen, Moral Sentimentalism

Week 8	Unit 5: Modern Knowledge	<p>3/7 Empiricism and the science of man: Focus on empirical evidence – Locke Reading: Locke, Essay, Book II, Chapter 1</p> <p>3/9 Empiricism and the science of man: Hume Hume, An Enquiry concerning Human Understanding, Sections I-III</p> <p>3/11 Skill Work: Application, assessment and comparison of theories Readings: Leibniz, New Essays, Preface, up until “Thus what shows the existence of inner sources of necessary truths is also what distinguishes man from beast” p.4 Going further/Honors: Markie, Rationalism v. Empiricism</p>
Week 9	Unit 6: Some issues with Empirical Knowledge: Skepticism and Fallibility	<p>3/14 Induction: Readings: David Hume, An Enquiry concerning Human Understanding, section 4 and section 5, part 1 Going Further/Honors: Greco’s Wi-Phi videos on Hume’s skepticism, parts 1 and 2. (https://wi-phi.com/series/humes-skepticism/)</p> <p>3/16 Identity: Readings/Video: <ul style="list-style-type: none"> ○ Locke, Essay, Book II, Chapter 27 ○ Hume, <i>A Treatise of Human Nature</i>, book 1, part 4, section 6: “Of Personal Identity” ○ Crash Course: Personal Identity </p> <p>3/18 Skill Work: Application, assessment and comparison of theories: Locke v. Berkeley v. Shepherd Readings/Video: <ul style="list-style-type: none"> ○ Berkeley, Principles of Human Knowledge, Sections 9-15 ○ Lady Mary Shepherd, <i>Essay on the Perception of the External Universe</i>, Essay I, Section 1 ○ Crash Course: Empiricism ○ Going Further / Honors: Whiteley, Physical Objects </p>
Week 10	Spring Break	
Week 11	Unit 7: Modern Knowledge: Legacy	<p>3/28 Science and Method Discussion</p> <p>3/30 Science and Values Discussion</p> <p>4/1 Skill Work: Application, assessment and comparison of theories Philosophy of Science: Objectivity in Science</p>
Week 12	EXAM	<p>4/4 Review</p> <p>4/6 EXAM 1</p> <p>4/8 Review</p>

<p>Week 13-15</p>	<p>Unit 8: The Enlightenment and its limits – Exclusion of “others”</p>	<p>4/11 Species: Reading: Aaron Garrett, Animals and Ethics in the History of Modern Philosophy</p> <p>4/13 Species Cont’ed</p> <p>4/15 Group Work: Non-Human animals and Democracy</p> <p>4/18 Gender: Readings:</p> <ul style="list-style-type: none"> ○ François Poulain de la Barre, On the Equality of the Two Sexes ○ Maxie de Gourmay, The Equality of Men and Women, Selection ○ Anna Maria van Schurman, A Dissertation on the Natural Capacity of Women ○ Sarah Fyge, Emulation (a short poem) <p>4/20 Gender, Cont’ed: Re-inventing the philosophical canon Readings:</p> <ul style="list-style-type: none"> ○ O’Neil, Early Modern Philosophers and the History of Philosophy ○ Introduction to <i>Women Philosopher</i> <p>Going further/Honoes: Explore: New Narratives and EDI resources for philosophy</p> <p>4/22 Group Work: Gender and Democracy Readings: Anderson, Feminist Perspectives on the Self</p> <p>4/25 Race: Readings/Video:</p> <ul style="list-style-type: none"> ○ Andrew Valls, Race and Racism in Modern Philosophy, Introduction ○ Justin Smith, Race and Dualism ○ Going Further /Honors: Bernasconi Lecture <p>4/27 Race, Cont’ed: Readings:</p> <ul style="list-style-type: none"> ○ Robert Bernasconi and Anika Maaza Mann, The Contradictions of Racism (10p) ○ Emmanuel Eze, Hume, Race, and Human Nature (9p) <p>Going Further/Honors:</p> <ul style="list-style-type: none"> ○ Andrew Valls, A Lousy Empirical Scientist: Reconsidering Hume’s Racism (23p) ○ Garrett and Sebastiani, David Hume on Race (23p) <p>4/29 Group Work: Race and Democracy Readings: TBA</p>
<p>Week 16</p>	<p>Unit 9</p>	<p>5/4,6,8: Take-Home Message: Enlightenment, Modernity, and Liberal Democracies</p>

		Readings: Peters, The Enlightenment and its Critics Going Further/Honors: Foucault, What is Enlightenment?
Week 17	Finals Week: Group presentations: 5/9 10:10-12:10; Project due 11:30PM	

4/18 Race:

Readings:

Andrew Valls, Race and Racism in Modern Philosophy, Introduction

Justin Smith, Race and Dualism

Going Further /Honors: [Bernasconi Lecture](#)

4/20 Race, Cont'ed:

Readings:

Robert Bernasconi and Anika Maaza Mann, The Contradictions of Racism (10p)

Emmanuel Eze, Hume, Race, and Human Nature (9p)

Going Further/Honors:

Andrew Valls, A Lousy Empirical Scientist: Reconsidering Hume's Racism (23p)

Garrett and Sebastiani, David Hume on Race (23p)

4/22 Group Work: Race and Science or Other limits? Individualism, universalism, epistemic colonization, relativism, and possibly more.