

DEREE COLLEGE SYLLABUS FOR: PH 3027 THE RISE OF MODERN PHILOSOPHY	
(Previously PH 3027 Rationalism and Empiricism - Level 5)	
(Updated Fall 2022)	
PREREQUISITES:	None
CATALOG DESCRIPTION:	The earlier part of the formative period of modern Western philosophy (seventeenth and eighteenth centuries) studied through the works of Descartes, Locke, Spinoza, Leibniz, Berkeley, Hume, and others.
RATIONALE:	This course is one of a historical sequence, preferably, but not necessarily, following ancient and medieval history of philosophy courses. It provides essential background for courses in philosophy and related disciplines. Emphasis on epistemological issues and metaphysics. Of special interest for students with concentrations in post-Renaissance literature and in the history of ideas.
LEARNING OUTCOMES:	As a result of taking this course, the student should be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of the transition from the medieval scholasticism to the modern period of philosophy and explain the impact of the dominant scientific image on philosophy. 2. Demonstrate understanding and compare the doctrines and the arguments of the major modern philosophers of the period: Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume. 3. Analyze and compare the views of modern philosophers on the possibility, the source, the methodology of knowledge and issues of meaning and language. 4. Analyze and compare the views of modern philosophers on God and substance, causation, freedom and necessity, the mechanistic world-view and the mind-body problem.
METHOD OF TEACHING AND LEARNING:	In congruence with the learning and teaching strategy of the college, the following tools are used: <ul style="list-style-type: none"> - Class lectures, interactive learning (class discussions of philosophical texts, contemporary philosophical positions and interpretations). - Research paper requiring selection of topic and critical examination of arguments. - Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, discuss their research paper, and/or go over lecture material. - Use of a blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. - Use of library facilities: Students are encouraged to make use

	<p>of library facilities for assignments, their research paper, further reading of recommended texts and preparation for the final exam.</p>								
<p>ASSESSMENT:</p>	<p>Summative:</p> <table border="1" data-bbox="657 268 1398 432"> <tr> <td data-bbox="657 268 1219 363">First Assessment: Midterm Examination (take-home assessment) - essay-type questions</td> <td data-bbox="1219 268 1398 363" style="text-align: center;">40%</td> </tr> <tr> <td data-bbox="657 363 1219 432">Final Assessment: Research Paper (2,500 words)</td> <td data-bbox="1219 363 1398 432" style="text-align: center;">60%</td> </tr> </table> <p>Formative:</p> <table border="1" data-bbox="657 499 1398 604"> <tr> <td data-bbox="657 499 1219 569">Class presentation (individual or group)/ or home assignment</td> <td data-bbox="1219 499 1398 569" style="text-align: center;">0%</td> </tr> <tr> <td data-bbox="657 569 1219 604"></td> <td data-bbox="1219 569 1398 604"></td> </tr> </table> <p>The formative test aims to prepare students for their examinations. The first assessment tests Learning Outcomes 3 and 4. The final assessment tests Learning Outcomes 1 and 2</p> <p>The final grade for this module will not be determined through grade averaging. Students are required to resit any failed assessments.</p>	First Assessment: Midterm Examination (take-home assessment) - essay-type questions	40%	Final Assessment: Research Paper (2,500 words)	60%	Class presentation (individual or group)/ or home assignment	0%		
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Final Assessment: Research Paper (2,500 words)	60%								
Class presentation (individual or group)/ or home assignment	0%								
<p>INDICATIVE READING:</p>	<p>REQUIRED READING: Francks, R. <i>Modern Philosophy: The Seventeenth and Eighteenth centuries.</i>, Routledge - Taylor and Francis Group, latest edition</p> <p>RECOMMENDED READING: Cottingham, J. <i>The Rationalists</i>. New York: Oxford University Press, latest edition.</p> <p>Woolhouse, R. S. <i>The Empiricists</i>. New York: Oxford University Press, latest edition</p> <p>Aiton, E.J. <i>Leibniz. A Biography</i>. Adam Hilger Ltd. 1985</p> <p>Ayer, A.J. <i>Hume: A Very Short Introduction</i>. Oxford University Press, 2000</p> <p>Berkeley, G. <i>Principles of Human Knowledge and Three Dialogues</i>. Howard Robinson, ed. Oxford University Press, 1996</p> <p>Descartes, R. <i>Discourse on Method and Meditations on First Philosophy</i>. Elizabeth S. Haldane trans. Digireads.com Publishing, 2005</p> <p>Gaukroger, S. <i>Descartes: An Intellectual Biography</i>. Oxford University Press, 1995</p> <p>Hampshire, S. <i>Spinoza and Spinozism</i>. Oxford University Press, 2005</p>								

	<p>Hume, D. <u>An Enquiry concerning Human Understanding</u>. Peter Millican, ed. Oxford University Press, 2007</p> <p>Leibniz, G.W. <u>Discourse on Metaphysics and the Monadology</u>. George R. Montgomery, trans. Prometheus Books, 1992</p> <p>Locke, J. <u>An Essay Concerning Human Understanding</u>. Peter H. Nidditch, ed. Oxford University Press, 1975</p> <p>Scruton, R. <u>Spinoza: A Very Short Introduction</u>. Routledge, 1999</p> <p>Sorell, T. <u>Descartes: A Very Short Introduction</u>. Oxford University Press, 1987</p> <p>Spinoza, B. <u>The Ethics; Treatise on the Emendation of the Intellect; Selected Letters</u>. Any edition (Classic Books America 2010)</p> <p><u>The Cambridge Companion to Descartes</u>. Cottingham J. (ed.), Cambridge University Press, 1992</p> <p><u>The Cambridge Companion to Spinoza</u>. Garrett, D. (ed.), Cambridge University Press, 1996</p> <p><u>The Cambridge Companion to Leibniz</u>. Jolley, N. (ed.), Cambridge University Press, 1995</p> <p><u>The Cambridge Companion to Locke</u>. Chappell, V. (ed.), Cambridge University Press, 1994</p> <p><u>The Cambridge Companion to Berkeley</u>. Winkler, K.P. (ed.), Cambridge University Press, 2005</p> <p><u>The Cambridge Companion to Hume</u>. David Fate Norton, D.F. and Taylor, J. (eds.), Cambridge University Press, 1993</p>
<p>INDICATIVE MATERIAL: <i>(e.g. audiovisual, digital material, etc.)</i></p>	<p>REQUIRED MATERIAL: http://www.earlymoderntexts.com/</p> <p>RECOMMENDED MATERIAL: <i>Journal of the History of Ideas</i> <i>Journal of the History of Philosophy</i> <i>Philosophical Forum</i></p>
<p>COMMUNICATION REQUIREMENTS:</p>	<p>Research paper submitted in Word. Class discussions require academic/ professional English and debating speech skills.</p>
<p>SOFTWARE REQUIREMENTS:</p>	<p>Microsoft Word.</p>
<p>WWW RESOURCES:</p>	<p>http://noesis.evansville.edu/ http://www.iep.utm.edu http://plato.stanford.edu/</p>

INDICATIVE CONTENT:

1. The background to 17th century philosophy.
2. Descartes' problem and his method.
3. The Cartesian worldview and its impact.
4. Spinoza's response to Descartes.
5. Spinoza & the Leibnizian alternative.
6. Leibniz' systematic approach and its influence.
7. Locke and Descartes: Rationalism and Empiricism.
8. Locke's empiricism and metaphysics.
9. Berkeley's immaterialism.
10. Berkeley & Hume.
11. Hume's epistemology.