



PHIL 413.500: 18th Century Philosophy

Tuesday & Thursday: 3:15 – 4:30 Online

Spring 2021: Dr. Stephen H. Daniel

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Office hours: Tues/Thurs 10:30-11:30, 4:30-5:30



- In **18th Century Philosophy** students learn to analyze and evaluate early modern discussions on mind, nature, freedom, knowledge, God, morality, and political obligations. By interpreting those discussions in their historical context, students enhance their critical writing and speaking abilities and learn how to identify their own assumptions more clearly.
- There are no prerequisites for the course. Required readings are linked to this syllabus.
- To participate in the course, you must register at [Zoom.us](https://zoom.us). **Personal Zoom ID: 932 700 4383** (for class and office hours).
 - Readings are from *Readings in Modern Philosophy*, vol. 2, ed. Ariew and Watkins and other sources.

<u>Jan.</u>	19	Introduction	<u>Mar.</u>	16	Rousseau, “Discourse on Inequality” pt. 1
	21	“Locke’s Essay,” John Milton pt. 1 (drop)		18	[Redefined day: attend your Friday classes]
	26	“Locke’s Essay,” John Milton pt. 2 (drop)		23	Rousseau, “Discourse on Inequality” pt. 2
	28	Locke Essay Bk 1 Innate Ideas 28-34		25	Rousseau, Social Contract
	31	[Sunday (midnight): 1st essay due] #		30	Hume Intro, Treatise I.iv.6 & App 128-41
<u>Feb.</u>	2	Locke Essay Bk 2 Ideas 35-43	<u>Apr.</u>	1	Hume Enquiry I-III
	4	Locke Essay Bk 3-4 Words/Knowledge 43-48		[4 Sunday: 3rd essay due (midnight)] #	
	9	Leibniz, New Essays 49-54		6	Hume Enquiry IV-VI
	11	Berkeley Principles Intro		8	Hume Enquiry VII-VIII
	16	[Snow Day]		13	Hume Enquiry XI-XII
	18	{Snow Day}		15	Kant Critique Pure Reason I
	23	Berkeley Principles §1–§55		20	Kant Critique Pure Reason II
	25	Berkeley Principles §56–§107		22	Kant Critique Pure Reason III
	28	[Sunday: 2nd essay due (midnight)] #		[25	Sunday: 4th essay due (midnight)] #
<u>Mar.</u>	2	[No class: Texas Independence Day]		27	Kant Critique Pure Reason IV
	4	Berkeley Principles §108-§156		29	Kant Critique Pure Reason V
	9	Du Châtelet, “Discourse on Happiness”		[30	[Last day to Q-Drop or Withdraw]
	11	Mid-semester exam (regular class time)	<u>May</u>	4	Tuesday: Final exam 2:00-4:30
		[Mar 15 (Monday): mid-sem grades due]			

See **Guidelines for Essays** on next page.
[Samples of 600-word essays.](#)

General Comments

- *Students do not have to have their cameras on for class (though they can if they want to). This is useful if you would like to participate in our discussions.*
- *Student Rule 7: you are expected to attend all classes and read assigned readings. If you miss more than three unexcused classes, you lose a letter grade.*
- *If you violate the Aggie Honor Code (e.g. by plagiarizing from the Internet or sharing answers on the mid-semester or final exams), you fail the course.*
- *You should definitely turn in late work (though my expectations are higher).*

Grades

- *The semester grade is based on four essays that increase in minimum length (excluding notes) and value--#1 is 600 words (10%), #2 1000 words (15%), #3 1500 words (20%), #4 2000 words (25%)—and mid-semester and final exams (15% each). Students should submit early drafts of the essays so that I can comment on the drafts before students submit their final versions.*
- *Minimum grades: 90=A, 80=B, 70=C, 60=D.*

Guidelines for Essays

- Essays #1-2 must include at least one **secondary source** from the [Internet Encyclopedia of Philosophy](#) or the [Stanford Encyclopedia of Philosophy](#); essays #3-4 must include at least two sources. Use of other secondary sources (e.g. articles, books) is encouraged but not required.
- Your header: give your name, course, professor, and date **single spaced**. Papers should have one-inch margins with double-spaced lines. Font: Times New Roman, 12 pt. Title centered at top of first page (no cover sheet). Indent first line of a paragraph ½". Indent quotes longer than three lines ½" from the left margin (**single spaced; no quotation marks**). Don't begin or end a quote with an ellipsis (three periods). Single quotes go inside commas, periods, colons, semi-colons; **double quotes go outside**.
- After your title, your first paragraph should identify your issue: What is the basic point or argument the philosopher is making? Then indicate steps in the argument along with problems it raises.
- Avoid generalities ("For centuries philosophers have argued," or "much still needs to be said"). No first names (e.g., David Hume) or identifications ("philosopher John Locke"). **No personal opinions** (e.g. "Locke insightfully noted...").
- Don't cite book/article titles in the text (e.g. "in 'Mechanism in Locke', Downing notes"). Just refer to the point and footnote it. **Don't cite online addresses**; just give the journal entry. Footnote citations:
 - (book) Nicholas Jolley, *The Light of the Soul: Theories of Ideas in Leibniz, Malebranche, and Descartes* (New York: Oxford University Press, 1990), 8-10. No need for "p." or "pp."
 - (journal article) Monte Cook, "The Ontological Status of Malebranchean Ideas," *Journal of the History of Philosophy* 36 (1998), 538-39. [**Refer only to the page(s) you are drawing on.**]
 - (essay in book) Steven Nadler, "Intentionality in the Arnauld Debate," in *Minds, Ideas, and Objects*, ed. Philip D. Cummins (Atascadero, CA: Ridgeview Publishing Co., 1992), 78.
 - (online encyclopedia) Robert Johnson and Adam Cureton, "Kant's Moral Philosophy," *Stanford Encyclopedia of Philosophy* (2016), section, paragraph.
- If you cite a work more than once, give an abbreviation of it in your note when first mentioned and embed later references **in the text** in parentheses using the abbreviation. Use footnotes, not endnotes. No footnote numbers in the middle of a sentence; no "**Works Cited**," References, or Bibliography. Use one space between sentences and no space between a punctuation mark and a footnote number. Footnote numbers go outside periods and closed quotes—e.g. "...ending."³

University Policies

Academic Integrity Statement and Policy

An Aggie does not lie, cheat or steal, or tolerate those who do. Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case" ([Sect. 20.1.2.3, Student Rule 20](#)). You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu. Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services](#) (CAPS).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#).

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at [suicidepreventionlifeline.org](https://www.suicidepreventionlifeline.org).