



Syllabus for PHIL 413.500: 18th Century Philosophy

Tuesday & Thursday: 2:20-3:35 (YMCA 115)

Spring 2015; Dr. Stephen H. Daniel



Course Description and Objectives. In 18th Century Philosophy students learn to analyze and evaluate discussions by modern thinkers on mind, nature, freedom, knowledge, God, morality, and political obligations. By learning how to interpret 18th century philosophers in their historical context, students not only enhance their critical writing and speaking abilities but also learn how to identify their own assumptions more clearly. This course has no prerequisites.

The readings for the course are available in a packet at Notes-n-Quotes (on University Blvd).

<u>Jan.</u>	20	Orientation to course	<u>Mar.</u>	24	Hume ethics, <i>Treatise</i> II-III, 266-79
	22	“Introduction,” Radcliffe 1-16		26	Hume ethics, <i>Treatise</i> III, 280-93
	27	“Enlightenment,” Bristow 1-9		31	Rousseau: <i>Social Contract</i> 379-87
	29	“Enlightenment,” Bristow 9-23	<u>Apr.</u>	2	Reid: <i>Inquiry, Inquiry into the Human Mind & Intellectual Powers</i> 434-46
<u>Feb.</u>	3	“Descartes,” Della Rocca 60-79		7	Kant: <i>Critique of Pure Reason</i> 389-402
	5	“Locke,” McCann 354-74		9	Kant: <i>Critique of Pure Reason</i> 403-17
	10	Berkeley: <i>Principles</i> 127-38		14	Kant: <i>Critique of Pure Reason</i> 417-28
	12	Berkeley: <i>Principles</i> 138-49		16	Kant: <i>Critique of Pure Reason</i> 428-40
	17	Berkeley: <i>Principles</i> 149-60		21	Kant: <i>Critique of Pure Reason</i> 440-51
	19	Berkeley: <i>Principles</i> 160-74		23	Kant: <i>Critique of Pure Reason</i> 451-63
	24	Hume: <i>Inquiry</i> I-III; 229-31, 328-36		28	Kant: <i>Lectures on Ethics</i> 315-23
	26	Hume: <i>Inquiry</i> IV-V; 336-49		30	Kant: <i>Groundwork</i> 324-28
<u>Mar.</u>	3	Hume: <i>Inquiry</i> VI-VII; 349-59	<u>May</u>	5	[No class: redefined Friday class]
	5	Hume: <i>Inquiry</i> VIII-IX; 359-71		12	(Tuesday) Final exam or paper* 1:00-3:00
	10	Hume: <i>Inquiry</i> X-XII; 371-94			
	12	Hume: <i>Treatise</i> I.iv.6 & Appendix; 320-27			

*See [Guidelines for Philosophy Research Papers](#)

- The **semester grade** is based on:
 - answers to daily class reading questions turned in at “Assignments” on [eCampus](#) (135 pts)
 - two 500-word essays (10 pts each); one of these can be dropped if a 20-page research paper is written
 - two reviews of other students’ essays (16 pts)
 - final exam or 10-page research paper (20 pts)
- Total possible points: 191. Minimum grades: 168=A, 149=B, 130=C, 108=D.
- You should read the assigned material before each class using the five study questions as your guide regarding issues on which to focus your attention.
- Within 18 hours after the class discussion, you need to provide short answers to five questions on the reading posted on the [eCampus](#) website for the course. If you want, you can answer the questions before the class discussion and then revise your answers until the 18-hour deadline. Note that **each answer must include reference to the passage in the reading giving the specific page number(s) of the text on which the answer is drawn.** This component of the course accounts for 135 points.
- There is no separate grade for attendance or participation, but both can affect your mastery of the material. [Student Rule 7](#) notes that you are expected to attend all classes.
- You should outline readings before each class, using [questions](#) posted on the [course website](#) and [eCampus](#) to prepare to discuss in class the issues, arguments, and objections of the readings.
- If you miss deadlines for assignments, contact me immediately. My expectations of the quality of essays rise if essays are submitted past deadlines, but you should definitely still turn in assignments after they are due to receive partial credit.

Office hours (YMCA 417): Tues/Thurs 11:00-1:30 and 3:45-5:00 (except on colloquia/meeting days). **Phone:** 324-4199 (cell). **Web:** philosophy.tamu.edu/~sdaniel/. **Email:** sdaniel@tamu.edu.

Students with disabilities are guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Dept of Student Life, [Disability Services](#), Cain Hall B118, or call 845-1637.

Students are bound by the Aggie honor code not to lie, cheat, steal, or tolerate those who do. If you violate the code (e.g., by plagiarizing something from the Internet), you fail the course. For information on cheating and plagiarism, go to <http://aggiehonor.tamu.edu/>.

- You must select two thinkers (one each from columns A & B) on whom to write 500-word essays. Each essay will concern a philosophic issue raised in the online entry on your thinker in the *Stanford Encyclopedia of Philosophy* (*SEP*) or in the essay on your thinker in *A Companion to Early Modern Philosophy* (*CEMP*), ed. Steven Nadler. For Bernard Mandeville, use Nadler or the *Internet Encyclopedia of Philosophy*; for John Toland, use any source. Your essay must draw explicitly (through quotes and page number references) on at least one bibliographic source mentioned in your thinker's *SEP*, *CEMP*, or (for Toland) other source entry.

A	Due	B	Due
Damaris Cudworth Masham	2/1	Giambattista Vico	3/1
Samuel Clarke	2/1	Voltaire	3/1
Catharine Trotter Cockburn	2/8	Jonathan Edwards	3/8
Mary Astell	2/8	Francis Hutcheson	3/29
John Toland	2/15	Joseph Butler (morality)	4/5
Anthony Collins	2/15	Christian Wolff	4/12
Bernard Mandeville	2/22	Étienne Bonnot de Condillac	4/19
A. A. Cooper, 3 rd Earl of Shaftesbury	2/22	Adam Smith (morality)	4/26

- No more than four students are allowed to write essays on any one A or B column thinker. Students who write their essays on A column figures early in the semester (beginning Feb. 1) have priority in selecting their B column figures and due dates. Selection of figures will occur in the first week of classes. Anyone who has not made a selection by the end of that week will be assigned to thinkers and dates. [Essay assignments](#) are on the website.
- Your essays (submitted to the Content site for the course in eCampus) will have four parts: (a) identify a thesis or claim that is central to the views of your thinker, (b) provide his or her arguments or justification for making that claim; (c) indicate objections that were either raised against those arguments by other thinkers or anticipated by your thinker; and (d) provide your thinker's responses to those objections. Your essays are worth 10 points each (total: 20) and will be graded on:
 - how clearly you identify the thesis at issue (2 pts)
 - how well your thinker's arguments are shown to justify the claim (2 pts)
 - whether the objections really address the point at issue (2 pts)
 - how well the proposed replies respond to the objections (2 pts)
 - the accuracy of your account (2 pts)
- None* of these criteria asks you to evaluate your thinker's ideas or to provide your own views about the issue (and you are not to make such assessments part of your essays). Because only the fifth criterion requires familiarity with your thinker's ideas, any of your classmates is thus in a position to comment on your success at achieving the objectives of the first four points. That is why, as another requirement for the course, you will review two other students' essays regarding the first four criteria (8 pts for each essay). In those reviews you should identify:
 - the thinker's claim or thesis (or specifically in what ways the essay could make the claim clearer)
 - the thinker's arguments supporting his or her claim (or how those arguments could be made clearer)
 - objections that can be raised against those arguments (or how those objections could be made clearer)
 - how your thinker did or could reply to those objections (or how those replies could be made clearer)
- No essay writer is allowed to review another student's essay on the same thinker. Each pair of students (author, reviewer) constitutes (in eCampus terms) a "group." Here are the steps for submitting and reviewing essays:
 - In eCampus, the first student submits a draft at Groups, Essays and Reviews, File Exchange, and Add File. For feedback prior to posting the draft, send it to me as an email attachment at least a day before it is due.
 - The reviewer gets the draft from File Exchange and writes his/her review. If you want feedback prior to posting the review, send it to me as an email attachment at least a day before it is due. Post the review within three days both at File Exchange (Add File) and at Content, Review.
 - Using the review, the original author revises the essay and resubmits it (Content, Essay) within three days after that. An essay due on Feb. 1 is thus reviewed by Feb. 4 and resubmitted in final form by Feb. 7.
- The final exam (worth 20 pts) will draw together themes raised throughout the semester. Instead of having to take the final exam, students (especially those interested in having a writing sample for graduate school) have the option of writing a ten-page research paper (20 pts) or a twenty-page research paper (30 pts). Someone who submits a twenty-page research paper does not have to write the second 500-word essay.