

Walsh Materials  
Rethinking Philosophy's Past

- A. Sample Intro to EM Philosophy (pages 1-3)
- B. Sample Assignment: "My Philosopher" (pages 3-4)
- C. Sample Seminar: Education (page 5)
- D. Sample Seminar: Marriage (page 6)

**A. Sample Introduction to Early Modern Philosophy**

**Week 1:** *Who and What is Early Modern?*

- No Reading
- [Optional: Goldstone, "The Problem of the "Early Modern" World"]
- [Optional: Kant, "What Is Enlightenment?"]

**Week 2**

Meeting 1: *Look Out For The Demon!*

- Reading: René Descartes, *Meditations* 1, 2

Meeting 2: *I Exist, therefore God Exists(?)*

- Reading: René Descartes, *Meditations* 3

**Week 3**

Meeting 1: *Freedom, Matter, & God (again)*

- Reading: René Descartes, *Meditations* 4, 5

Meeting 2: *My Mind Couldn't **Be** More Different From My Body*

- Reading: René Descartes, *Meditations* 6

**Week 4**

Meeting 1: *Wait...What?*

- Reading: Princess Elisabeth of Bohemia, *Letters*, in Atherton, 9–22

Meeting 2: *What Does **Alive** Mean?*

- Reading: Anton Amo, *On the Absence of Sensation in the Human Mind*
- Reading: Wäldä Heywät, "Second Treatise," Chapters 3 and 4

**Week 5**

Meeting 1: *All These Bodies Really Are Alive!*

- Reading: Margaret Cavendish, *Observations upon Experimental Philosophy*, selections

Walsh Materials  
Rethinking Philosophy's Past

Meeting 2: *Can a Philosopher Be an Atheist?*

- Reading: Margaret Cavendish, *Observations upon Experimental Philosophy*, selections

**Week 6**

Meeting 1: *It's All Spirit! It's All Alive!*

- Reading: Anne Conway, *The Principles of the Most Ancient and Modern Philosophy*, in Atherton, 48–71

Meeting 2: No Class

**Week 7**

Meeting 1: *It's All Beautifully Connected!*

- Reading: G.W. Leibniz, *Discourse on Metaphysics*, Chapters 1–9, 13–15, 21–23, 26, 28–37

Meeting 2: *Is It All Infinite, United, and Necessary?*

- Reading: Mulla Sadra, *The Book of Metaphysical Prehensions*, selections

**Week 8**

Meeting 1: *Innate Ideas = No*

- Reading: John Locke, *Essay*, Book I, chapter 1, sections 1-4, 6-8 (I.i.1-4, 6-8); I.ii.1-9, 14-16; I.iii.1-6, 9, 22, 24-25 I.iv.1-5, 8-9, 24-25

Meeting 2: *Sense Organs or Bust!*

- Reading: John Locke, *Essay* II.i.1-8, 20, 23-25; II.ii; II.vi; II.vii.1-2, 7-10; II.viii; II.ix.8-9, 11-12; I.xi.1, 4, 6, 8, 9-11, 15, 17; II.xii; II.xxxiii

**Week 9**

Meeting 1: *How do Ideas get Mashed Together to Make Knowledge in my Mind?*

- Reading: John Locke, *Essay* IV.i; IV.ii.1-7, 14; IV.iii.1-6, 17, 21; IV.ix.2-3; IV.x.1-7; IV.xi; IV.xiv; IV.xv; IV.xvi.1, 3-14

Meeting 2: *Just **How** Does Knowledge Happen?*

- Reading: Sor Juana Inés de la Cruz, *First Dream*

**Week 10**

Meeting 1: *But **Will** the Sun Rise Tomorrow?*

- Reading: David Hume, *Enquiry*, Pts. 1–4

Meeting 2: *Is this a Pavlov's Dog Situation?*

Walsh Materials  
Rethinking Philosophy's Past

- Reading: David Hume, *Enquiry*, Pt. 5 (part one only), 6, 7, 9, and 10 (part one only)

**Week 11**

Meeting 1: *Please Define "Space" and "Time"*

- Reading: Immanuel Kant, *Prolegomena*, Preface and Preamble (pages 1–22)

Meeting 2: *Wait, How Do I Know What  $2+2 = ?$*

- Reading: Immanuel Kant, *Prolegomena*, Part 1, sections 6–11 (pages 23–26), Remark II (pages 29–30), Part II, sections 14–21 (pages 35–42) and sections 27–37 (pages 49–58)

**Week 12**

Meeting 1: President's Day, No Class

Meeting 2: *Oh Dear...Where Do We Go From Here?*

- Reading: Immanuel Kant, *Prolegomena*, Part III, sections 45–55 (pages 68–83), sections 57–60 (pages 85–98), Solution (pages 99–104)

**Week 13**

Meeting 1: *Is Woman's Nature Human Nature?*

- Reading: Mary Astell, *A Serious Proposal to the Ladies* (Atherton, 96–125)

Meeting 2: *How Can a Woman Be a Philosopher?*

- Reading: Gabrielle Suchon, *On the Celibate Life Freely Chosen*, pages 242–266

**Week 14**

Meeting 1: *Can Philosophy Help Me **Live**?*

- Reading: Kaibara Ekken, *The Philosophy of Qi*, 89–92
- Reading: Wang Yangming, *Inquiry on the Great Learning*, 548–554
- Readings: Zera Yacob, *First Treatise*, Ch.XXX–XXXV

Meeting 2: You Need To Read This!: “My Philosopher” Presentations

**B. Assignment: “My Philosopher”**

*Description:* The study of Early Modern philosophy has, for many years, been dominated by the study of “The Canon,” which consists of the study of “Old, Dead, European, White Guys.” In the past decade or so, the trend has started to change after more and more specialists and students have issued calls for more diversity and more inclusive syllabi. In an effort to expand the scope of our discussions in class, each student will choose one philosopher, writing sometime between the late 1500s and the late 1700s, on whom to focus for a research project that will run throughout the semester. The objective of this

Walsh Materials  
Rethinking Philosophy's Past

exercise is to broaden our view on the Early Modern world – you may choose any philosopher, in any part of the world, in any language (as long as there is an English translation of their text, or you read the language in which the text is written). Please be creative! You may also choose thinkers who are on the syllabus, except for Descartes, Leibniz, Locke, Hume, and Kant. In brief, you will create a Google Site (using the “New” Google Sites platform) for your philosopher.

With the help of our LTS specialists, each of your philosophers will appear on a timeline generated by *Time Mapper*. Your websites will be accessible from this timeline, and we will make the timeline public on our course website.

Every two weeks, the students add new content to their site.

**Stage 1:** Choose your philosopher and indicate your choice on our course Google Spread Sheet. Each student must focus on a different thinker, so please enter your choice as soon as you make it, to ensure that you get the thinker you want!

**Stage 2:** You must add (to our Google Form) an image of your philosopher, the date of publication of your philosopher's major work, and the URL for the Google Site that you will build for your philosopher. At this point, your Site need not have any information on it.

**Stage 3:** You must add a page to your Google Site for a Biography, where you will write a short biography of your thinker. You may wish to include the image of your philosopher on the Biography page. You may also at this time wish to include a relevant image for the Home page of your site. At this point you will need to add a References page to your site, where you indicate the bibliographic sources that you are using to generate the information on your site. All images and all content *\*must\** be referenced here.

**Stage 4:** You must add a page to your Google Site for a list of Primary Works, where you will furnish a list of the major works published by your philosopher. You must include the titles, years of publication, and the publisher of the *\*original\** publication. You may wish to include pictures of the title pages of some of the works, or other images that are related to the works.

**Stage 5:** You must add a page to your Google Site for a list of Secondary Works, where you will furnish a list of books and/or articles written by commentators of your philosopher's works. This list must be structured like a bibliography, where the name of the author, year of publication, title of publication, venue of publication (if applicable), and publishing house (if applicable).

**Stage 6:** You must add a page to your Google Site for a discussion of Why This Is A Must Read, where you will outline some of the ideas/concepts/arguments/etc. of your philosopher that you think are amazing! You will outline the ideas (with full referencing) and make a case for why your philosopher is worth reading, and why their ideas are important for the study of the Early Modern period.

**Stage 7:** Present an “elevator pitch” for your philosopher to the class!

### C. Sample Seminar: Early Modern and Enlightenment Philosophy of Education

#### Week 1: Course Introduction

**Week 2:** *La Querelle des femmes* [Reading: Kelly, "Early Feminist Theory and the 'Querelle des Femmes'"; De Gournay, "The Equality of Men and Women," *The Equality of the Sexes*, page 54–79]

**Week 3:** *Natural Capacities (?)* [Reading: Van Schurman, "The Natural Capacity of Women for Study," *The Equality of the Sexes*, page 79–119; Larsen, "A Women's Republic of Letters"]

**Week 4:** *Does the mind have a sex?* [Reading: Poulain de la Barre, "A Physical and Moral Discourse," *The Equality of the Sexes*, page 119–137, Bottom page 142–Bottom page 145, Bottom 146 (Part II)–148, Bottom page 153–172, Bottom page 177–182, page 183–Middle page 190, page 197–200.]

**Week 5:** *Education for everyone(?)* [Reading: Locke, *Of the Conduct of the Understanding (Works of John Locke, Volume II)* Sections 1, 2, 3 (page 323–331); *Some Thoughts Concerning Education (Works of John Locke, Volume VIII)*, Sections 1–20 (page 6–20); Sections 47–52 (page 37–38); Section 66 (Bottom of page 46–Affection on page 48); Section 72 (Bottom of page 60); Section 106, 107 (page 94–97); Section 189 (page 178–Style on 179); Section 200–203 (page 194–195); Section 216 (page 204–205); *Essays on the Poor Law*, Sections 10–40 (page 188–198); Letter to Mrs. Clark]

**Week 6:** "Everything degenerates in the hands of man" [Reading: Rousseau, *Emile*, Book I]

**Week 7:** "Emile is a man. We have promised him a companion." [Reading: Rousseau, *Emile*, Book V]

**Week 8:** *Archive Visit* [Reading: Convers, *The Story of Wellesley*, page 1–50]

**Week 9:** *The degradation of "female excellence"* [Reading: Wollstonecraft, *Vindication of the Rights of Women*, "Dedication" (page 65–68; Introduction (page 71–75); Chapters 1–3 (page 76–121)]

**Week 10:** *Women are "slaves of injustice"* [Reading: Wollstonecraft, *Vindication of the Rights of Women*, Chapter 4 (page 122–149); Chapter 11 (page 235–240); Chapter 12 (Bottom page 248–265), Chapter 13 (page 276–283)]

**Week 11:** "Monstrous Eve" [Reading: Mary Shelley's *Frankenstein*]

**Week 12:** "The male and the female brain are different" [Reading: Dewey, "Is Co-Education Injurious to Girls?"; Hyde and Linn, "Gender Similarities in Mathematics and Science"; Weil, "Teaching Boys and Girls Separately"; Lewis, "How Men's Brains are Wired Differently than Women's"; Kaplan, "There's no such thing as a 'male brain' or 'female brain'"; Wheeling, "The brains of men and women aren't really that different"]

**Week 13:** *Extending the discussion: "Pink collar work" and educational justice* [Reading: Brighouse, "Educational Justice"; Clark, Chein, Cook, "The Effects of Segregating and the Consequences of Desegregation"; Baber, "How Bad is Rape?"]

#### **D. Sample Seminar: Historical & Contemporary Philosophical Perspectives on Marriage**

**Week 1:** *What is marriage? Why is marriage? Where did it come from?* [Course Introduction (no assigned reading)]

**Week 2:** *Star Crossed Lovers? Medieval Meditations on Marriage and Friendship* [Reading: Abelard and Heloise, *The Letters*]

**Week 3:** *Medieval Alternatives to Wifehood: Spiritual Marriage* [Reading: (1) Teresa of Avila, *The Book of her Life*, Chapter 29, Number 31, 32, 46, 15, and 16; (2) Teresa of Avila, *The Interior Castle*, Seventh Dwelling Place, Ch.2 (pages 177–182); (3) Hildegard, “Vision Two,” pages 77–86; (4) Jaeger, “Eros Denied, Eros Defied,” pages 134–137.]

**Week 4:** *Early Modern Calls for Marriage Reform* [Reading: Mary Astell, "Reflections on Marriage" (if you run short on time, you can skip the Preface of Astell's text) [**Optional:** Wollstonecraft, *A Vindication of the Rights of Women*, pages 248-265, 276-283]]

**Week 5:** *Early Modern Calls for Abolishment, or “What Would a World Without Men Be Like??”* [Reading: The Montpensier/Motteville Correspondence]

**Week 6:** *What Were Women Thinking? Case Study: A Voice from the South* [Reading: Cooper, *A Voice From the South*, pages 48-80]

**Week 7:** *What Does It Mean To Be A Wife?* [Reading: (1) Ibsen, “A Doll’s House”; (2) Morgan, *The Total Woman*, Chapters 1–3 [**Optional:** Check out [this issue](#) of Time Magazine from 1972!]

**Week 8:** *Prohibitions on Interracial Marriage* [Reading: (1) Novkov, "The Miscegenation/Same-Sex Marriage Analogy," pages 345-358, 381-384; (2) Loving vs. Virginia]

**Week 9:** *Same Sex Marriage: What’s The Point?* [Reading: (1) Card, “Gay Divorce”; (2) Rauch, “Who Needs Marriage?”]

**Week 10:** *What Kind of Marriage is “Normal”?* [Reading: (1) Johnson and Loscocco, “Black Marriage Through the Prism of Gender, Race, and Class”; (2) Calhoun, “Who’s Afraid of Polygamous Marriage?”]

**Week 11:** *When Art Reflects Life* [Event: Davis Museum Trip (no assigned reading)]

**Week 12:** *Can Marriage Be Radically Modified?* [Reading: Brake, “Minimal Marriage”]

**Week 13:** *What does “Till Death Do Us Part” Mean Anyway?* [Reading: Brake, “Is Divorce Promise-Breaking?”]