

PHIL 302: History of Philosophy II

The University of Mississippi
Fall, 2019

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Office Hours: Tuesdays, 8:30 – 10:30am or by appointment

Teaching Assistant: [redacted]

Course Description

This course surveys the major philosophers, arguments, and ideas in European (and, to a lesser extent, American) philosophy in the 17th and 18th centuries. We will focus on metaphysics and epistemology (what there is and how we could know about it), but we will also delve into ethics (how to live), aesthetics (art and beauty), and political philosophy (how to organize a society). In this period, all areas of philosophy, theology, and science were typically thought to be closely connected to each other, so discussing one area will lead into other areas. All readings are primary texts (in translation where applicable). There is no prerequisite, but previous work in philosophy will be helpful.

Course Goals

At the end of this course, you should see improvement in the following areas.

1. Deepen one's understanding of key philosophical arguments and ideas European thought in the seventeenth and eighteenth centuries.
2. Improve in one's ability to read difficult philosophical texts, understand them, and raise objections.
3. Appreciate how philosophers respond to changes in science, mathematics, religion, and culture in their attempts to develop satisfying and true beliefs.
4. Understand how making a commitment on one issue has effects in other areas.
5. Increase proficiency at writing arguments that are textually sensitive and philosophically informed and that advance philosophical discussion.
6. Consider how the ideas studied should impact one's own beliefs, ways of thinking about the world, and responses to cultural changes and innovations in science.

General Education Student Learning Outcomes promoted by this class:

- *Mathematical reasoning*: N/A
- *Written and oral communication*: Formal, technical writing is required. Oral communication (both speaking and listening) is required in every class period, and oral communication will be assessed and discussed.
- *Analytical reasoning/critical thinking*: Students are expected to read texts for their arguments, ideas, and insights, evaluate the arguments and ideas, and defend or critique them in class.
- *Ethical reasoning*: All students are expected to evaluate questions of how individuals in society should interact, both in the abstract and in particulars, with a special emphasis on changing views through time.

Course Schedule

Readings should be completed by the day listed. References are typically to section numbers, not to page numbers. (E.g., Descartes, *Principles of Philosophy* 1.45 refers to part 1, section 45 of the *Principles*, in *Selected Philosophical Writings*.)

Tuesday, August 27

Course Introduction

syllabus

Galileo, "The Assayer" (excerpts)

Descartes, *Meditations on First Philosophy* 1

Recommended: Descartes, *Objections and Replies* to Meditation 1

Thursday, August 29

The Self and Beyond

Descartes, *Meditations* Preface, Synopsis, 2-4

Descartes, *Principles of Philosophy* 1.7, 1.45

Recommended: Descartes, *Objections and Replies* to Meditations 2-4

Recommended: Descartes, *Principles of Philosophy* 1.1-50

Tuesday, September 3

Possible Sources of Knowledge: Innate Ideas

Descartes, *Meditations* 5

Descartes, *Principles of Philosophy* 1.13, 1.14, 1.18, 1.24, 1.30, 1.65-76

Locke, *An Essay Concerning Human Understanding* 1.2.1-9, 1.2.20-25

Recommended: Descartes, *Objections and Replies* to Meditation 5

Thursday, September 5

Possible Sources of Knowledge: God

Penington, "A Brief Account of Some of My Exercise from Childhood" (online)

Fell, *The Examination and Trial of Margaret Fell and George Fox* (excerpt) (online)

Malebranche, *The Search after Truth* 3.2.6-7 (online)

Locke, *Essay* 4.19

Masham, *A Discourse Concerning the Love of God* (excerpt) (online)

Recommended: Descartes, *Objections and Replies* to Meditation 5

Recommended: Malebranche, *The Search after Truth* 3.2.1-5 (online)

Recommended: Locke, *Essay* 1.2.10-19, 4.18

Tuesday, September 10

Possible Sources of Knowledge: Experiment

Descartes, *Principles of Philosophy* 1.23, 2.1-5, 4.196-201

Hobbes, *Leviathan*, Introduction, Chapters 1-2, 5 (online)

Boyle, "A Proemial Essay" in *Certain Physiological Essays*, Second Edition (abridged) (online)

Cavendish, *Observations Upon Experimental Philosophy* 1-3, *Further Observations* 2 (online)

Locke, *Essay*, Epistle to the Reader, 2.4

Recommended: Descartes, *Principles of Philosophy* 4.202-207

Thursday, September 12

Dualism and Its Discontents: Materialism

Descartes, *Principles of Philosophy* 1.51-57, 1.60-64, 2.1-5

Descartes, *Meditations* 6

Descartes and Elisabeth, May-June 1643 correspondence (online)

Descartes, *The Passions of the Soul*, propositions 30-35

Descartes to More, 5 February 1649

Cavendish, *Observations Upon Experimental Philosophy* 35

Cavendish, *Philosophical Letters* 4.20-22, 4.24, 4.28-33 (online)

Cavendish, *The Grounds of Natural Philosophy* app.1-4 (online)

Recommended: Descartes, *Objections and Replies* to Meditation 6

Recommended: Descartes, *The Passions of the Soul*, propositions 1-3, 10, 17-19, 23-25, 47, 50

Tuesday, September 17

God as Cause

Malebranche, *The Search after Truth*, 6.2.3 (online)

Newton and Cotes, *Principia Mathematica*, Author's Preface, Editor's Preface (Cotes), General Scholium

Recommended: Malebranche, *The Search after Truth*, Elucidation Fifteen (online)

Thursday, September 19

The Sex of the Soul

Gournay, *The Ladies' Complaint* (online)

van Schurman, *A Dissertation on the Natural Capacity of Women for Study and Learning* (excerpt) (online)

Locke, *Of the Conduct of the Understanding* (excerpt) (online)

Drake, *An Essay in Defence of the Female Sex* (excerpt) (online)

Astell, *A Serious Proposal to the Ladies*, 2.1-2.3.2

Rousseau, *Emile* (excerpt) (online)

Tuesday, September 24

God, or Nature

Spinoza, *Ethics*, Part 1 (including appendix)

Thursday, September 26

Individuals

Spinoza, Letters to Oldenburg ("The Worm in the Blood") and Tschirnhaus ("Objections and Replies")

Spinoza, *Ethics*, Part 2, definitions - prop. 16, props. 32-36

Spinoza, *Ethics*, Part 3, props. 6-12; Part 5, props. 22-27, 32-33, 38-40

Recommended: Spinoza, *Ethics*, Part 2, props. 44-48

Recommended: Spinoza, *Ethics*, Part 3, General Definition of the Affects

Tuesday, October 1

Love Thy Neighbor: The Egocentric Threat

Hobbes, *Leviathan* 13-14 (online)

Spinoza, *Ethics*, Part 3, prop. 27; Part 4, Preface, definitions, props. 18-25

Recommended: Hobbes, *Leviathan* 17-21 (online)

Thursday, October 3

Love Thy Neighbor: The Theocentric Threat

Norris and Astell, *Letters Concerning the Love of God* 7-8 and Appendix (online)

Masham, *Discourse Concerning the Love of God* (excerpt) (reread) (online)

Astell, *The Christian Religion* (excerpt) (online)

Tuesday, October 8

Exam 1

Thursday, October 10

Dualism and Its Discontents: Monistic Idealism

Conway, *The Principles of the Most Ancient and Modern Philosophy*

Edwards, *Of Being and The Mind* (excerpt) (online)

Tuesday, October 15

The Best of All Possible Philosophies

Leibniz, *A New System of Nature* (online)

Leibniz, *Primary Truths, Discourse on Metaphysics, On Freedom, and The Monadology* (online)

Thursday, October 17

The Principle of Sufficient Reason

Leibniz and Clarke, *Correspondence*, Letters 1-4

Recommended: Leibniz and Clarke, *Correspondence*, Letter 5

Recommended: Caroline, Leibniz, and Clarke, correspondence

Tuesday, October 22

Identity, Personal and Otherwise

Locke, *Essay* 2.27

Leibniz, *New Essays on Human Understanding* 2.27 (online)

Recommended: Locke, *Essay* 2.21, 3.6

Thursday, October 24

Persons and Powers

Locke, *Essay* 2.8, 2.12, 2.23

Hume, *A Treatise of Human Nature* 1.4.5-6 (online)

Tuesday, October 29

Qualities and Bodies

Berkeley, *Three Dialogues*, Preface, First Dialogue

Thursday, October 31

Dualism and Its Discontents: Common Sense Idealism

Berkeley, *Three Dialogues*, Second Dialogue, Third Dialogue (begin)

Recommended: Berkeley and Johnson, correspondence (online)

Tuesday, November 5

What Does the Mind Do?

Berkeley, *Three Dialogues*, Third Dialogue (finish)

Hume, *An Enquiry Concerning Human Understanding* 1-4

Thursday, November 7

Skepticism and Causation

Hume, *An Enquiry Concerning Human Understanding* 5-7, 10, 12

Recommended: Hume, *An Enquiry Concerning Human Understanding* 8-9, 11

Tuesday, November 12

Responses to Skepticism

Sor Juana, "Ballad 2" (online)

Reid, *Essays on the Active Powers of Man* 4.9 (online)

Reid, *Essays on the Intellectual Powers of Man* 2.14 (online)

Shepherd, *Relation of Cause and Effect* (excerpt) (online)

Kant, *Prolegomena to Any Future Metaphysic* (excerpt) (online)

Kant, *The Critique of Pure Reason* (excerpt) (online)

Thursday, November 14

Enlightened?

Hume, "On National Characters" (excerpt)

Beattie, *Essay on Truth* 3.2 (excerpt)

de Gouges, "Reflections on Black People" (online)

Wheatley, "On Being Brought from Africa to America" (online)

Edwards, "Speech to the Mohawks" (online)

Kant, *On the Origin of the Feeling of the Beautiful and the Sublime* (excerpt) (online)

Kant, *Of the Different Races of Human Beings* (excerpt) (online)
Kant, *Determination of the Concept of a Human Race* (excerpt) (online)
Kant, *On the Use of Teleological Principles in Philosophy* (excerpt) (online)

Tuesday, November 19

Contesting the Philosophical Legacies of the Seventeenth Century

Amo, *On the Impassivity of the Human Mind* (online)
Maclaurin, *An Account of Sir Isaac Newton's Philosophy* 1.1 (online)
Du Chatelet, *Foundations of Physics* (excerpts, in two parts) (online)
Kant, *The Critique of Pure Reason* (excerpt) (online)

Thursday, November 21

Exam 2

Tuesday, December 3

The Beautiful and the Sublime

Hume, "Of Tragedy"
Burke, *A Philosophical Inquiry into the Origin of ... the Beautiful and the Sublime* 1.7, 2.1, 2.7-11 (online)
Montagu, "On Ornament" (online)
Kant, *The Critique of Judgment* (excerpt) (online)

Thursday, December 5

Happiness, Sympathy, and Social Change

Newcome, *An Enquiry into the Evidence of the Christian Religion* 1-4
Chudleigh, "To the Ladies" (online)
Chapone, *The Hardships of the English Laws in Relation to Wives* (excerpt) (online)
Smith, *A Theory of Moral Sentiments* 1.1-3 (online)
De Grouchy, *Letters on Sympathy*, Letter IV (online)

Thursday, December 12, 12pm

Research Project Due

Course Materials

Below are the required texts for our course. Keep in mind that some alternate editions (including online editions) are acceptable, but it is the student's responsibility to make sure that they are doing the proper reading in an acceptable edition. Earlymoderntexts.org is not an acceptable edition.

The readings from Descartes and Spinoza are available for free online through our library in the same editions as are listed below. Locke, Berkeley, and Hume are available in the same standard English, but with different pagination. The Conway reading is also available, but in a different English translation. For all of these, formatting and page numbering are less than ideal, but you are very welcome to use this free resource. Search for Past Masters at the library website, or use <http://umiss.lib.olemiss.edu/record=e1000755~S1>

- René Descartes, *Selected Philosophical Writings*, translated by Cottingham, Soothoff, and Murdoch, ISBN: 978-0521358125 (\$30)
- John Locke, *An Essay Concerning Human Understanding*, abridged, edited by Ken Winkler, ISBN: 978-0872202160 (\$13) OR Locke, *Essay*, unabridged, edited by Peter H. Nidditch, ISBN: 978-0198245957 (\$50)
- Baruch Spinoza, *A Spinoza Reader*, translated by Edwin Curley, ISBN: 978-0691000671 (\$25)
- G. W. Leibniz and Samuel Clarke, *Correspondence*, edited by Roger Ariew, ISBN: 9780872205246 (\$15)

- George Berkeley, *Three Dialogues Between Hylas and Philonous*, edited by Robert M. Adams, ISBN: 978-0-915144-61-7 (\$9) first used: 4/7/16
- David Hume, *An Enquiry Concerning Human Understanding* (Second Edition), edited by Eric Steinberg, ISBN: 978-0-87220-229-0 (\$8)
- Anne Conway, *The Principles of the Most Ancient and Modern Philosophy*, edited by Allison P. Coudert and Taylor Corse, ISBN: 9780521479042 (\$25)

Online readings and handouts are available here: [redacted]

Final Grade Components

10%	Reading Questions
60%	Exams 1 & 2 (the higher exam grade will count for 40% of your course grade; the lower exam grade for 20%)
30%	Research Project Participation (see below)

Course Policies and Expectations

1. Reading Questions

Each week you will have the opportunity to answer a series of questions on the readings. These questions are designed to help you identify the key positions and arguments that are of particular importance or relevance for our class discussions. Some questions require only a few words in response, while others require more detailed reconstructions of positions or arguments.

You should treat these questions as reading aids, not as substitutes for close reading of the entire text. While these questions highlight some (not all) of the topics that we will then discuss in class (and some we won't have time for), they should not replace the questions that you bring to each reading.

The questions that you bring to a text are probably more important than the ones that show up on the reading responses because they are the ones that motivate and concern you. At the end of each response, you are encouraged to include your own questions about the text. I will try to respond to your questions in class whenever possible.

Responses are due at the beginning of class time on Thursday (unless there is an exam on Thursday, in which case the response will be due on Tuesday).

Each answer will be marked pass/fail (with only occasional half-credit given). Your answers will *not* be checked closely for accuracy, so do not conclude from the fact that you got credit for the answer that the answer would be clear enough, detailed enough, or accurate enough to get full credit on an exam. These are being checked for being *approximately* correct only.

Each reading guide has questions worth approximately 7-14 points. Together they total about 160 points. By the end of the semester, you may receive up to 100 points. For instance, if you receive 87 points over the course of the semester, that is equivalent to receiving a high B (87 out of 100). You cannot receive over 100 points that are counted toward your grade; you are welcome and encouraged, however, to continue doing reading responses after you have received 100 points.

If you copy answers from another student or in any other way submit work that is not your own, you will automatically receive a zero on the entire reading response portion of your class grade (10% of your total grade). You may also fail the course and have an academic dishonesty case opened. If you are interested in reading with other students or with the teaching assistant, please talk to me or our teaching assistant

about how to get the most out of the readings while maintaining academic honesty in the reading responses.

2. *Exams*

The exams test your understanding of the material covered in the readings and lectures, your ability to engage in complex philosophical arguments that span topics and authors, and your skills at arguing for a thesis that demonstrates a strong interpretive and philosophical stance. The exams will require you to identify key terms, answer short questions about key concepts, and write lengthy arguments engaging the material from the course.

3. *Research Project*

The research project allows you explore in greater depth one of the ideas or philosophers discussed in the course or one closely related to the themes and figures of the course. A substantive essay would be one way to exhibit your research, but alternate presentation methods are encouraged.

You will be required to submit a research proposal and keep me updated of your progress on the project.

4. *Grading*

This course will use the +/- system. There is no C-, D+, or D- grade.

Following the guidelines employed by the University of Mississippi, an "A" in this class is reserved for excellent work, a "B" signifies good work, a "C" is for satisfactory work, a "D" is the lowest passing grade, and an "F" marks failure. In other words, A represents excellent or exceptional work. So even if you do consistently good or very good work, that is not an A.

There is nothing that guarantees an A. There are no short-cuts. The basics are the same as any other difficult humanities course: do the readings (looking for new terms, definitions, positions, and arguments); ask questions about things you don't understand; try out new ideas and arguments; listen to your professor and classmates' ideas; put the work in on assignments. Develop interesting, difficult, successful projects. Approach each reading and film with an open mind.

Following the guidelines employed by the University of Mississippi, an "A" in this class is reserved for excellent work, a "B" signifies good work, a "C" is for satisfactory work, a "D" is the lowest passing grade, and an "F" marks failure. The +/- system will be used in this class. This course will use the +/- system. There is no C-, D+, or D- grade.

It is the official policy of the Department of Philosophy and Religion that a student must receive a grade of C or better in every course he or she wishes to use as credit towards a major or minor.

5. *Attendance*

In our class, your grade will drop by one step (for example, A- to B+) for each additional absence beyond the first two. If you miss six classes, you automatically fail the course. Exceptions to this policy are rare and usually involve significant, extended medical emergencies. These exceptions are determined at my discretion, usually with input from the appropriate deans.

University policy states that an absence may be excused if you will be absent because you will be representing the university "in official competitions or performances" (as designated by university policy). You must contact me as soon as you know the dates so that we can make appropriate arrangements. In such a case, alternate assignments may be required.

The university requires that all students have a verified attendance. If your attendance is not verified, then you may be dropped from the course, and any financial aid will be adjusted accordingly. Please see <http://olemiss.edu/gotoclass> for more information.

6. *Classroom Technology*

Please silence your cell phones and keep them put away for the entire class period. Failure to do so can lead to being removed from the class. If there are specific times when you may use your phone, I will let you know.

Laptops and tablets are allowed for notetaking only. You may be asked to turn off your wi-fi both for your own sake and for the sake of others. Research shows that students who use their laptop in class perform worse on exams than those who do not. In fact, those who sit near people who use laptops perform worse on exams. So please be wise about how you use your technology.

7. *Academic Honesty*

You should review all university policies on academic integrity, accessibility, appeals, computing and network use, classroom behavior, e-mail, and inclusive language.

All university guidelines, including those relating to academic honesty, apply to this course. Cheating and plagiarism will not be tolerated. Plagiarized work or cheating on a quiz or exam will automatically result in a zero (0) on the assignment, lowering your course grade; in some cases plagiarism results in failing the course. An academic discipline case will likely be opened. Please see the university handbook for details. Additionally, there may be consequences with a student's status in the Honors College. If you have any questions or concerns about what plagiarism is or how to cite your sources properly, please contact me.

8. *Classroom Safety*

Guns, large knives, and other weapons are not allowed in our classroom.

Activities that disrupt class, that create a situation in which others are not able to concentrate and learn, or that put others in harm will not be tolerated. Students may be removed from the classroom for these reasons and additional contact with appropriate entities (such as the dean of students) may be initiated.

Student Resources

I strongly encourage all students to make use of our university resources as needed and before, including:

- Writing Center: Lamar Hall, Suite B & <http://rhetoric.olemiss.edu/writing-centers/> & 662-915-2121
- Student Health Services: first floor, Harrison & <http://healthcenter.olemiss.edu/> & 662-915-7274
- Counseling Center: 310 Lester Hall & <http://counseling.olemiss.edu/> & 662-915-3784
- Student Disability Services: 234 Martindale & <http://sds.olemiss.edu/> & 662-915-7128
 - Please contact me as soon as you receive approval if you need special accommodations. We will work with the University of Mississippi Disability Services office to individualize a plan.
- Housing, Health, Clothing, and Food Assistance: <http://www.findhelplafayettecounty.org/>