

PHIL R106: HISTORY OF MODERN PHILOSOPHY

Originator

chorrock

College

Oxnard College

Discipline (CB01A)

PHIL - Philosophy

Course Number (CB01B)

R106

Course Title (CB02)

History of Modern Philosophy

Banner/Short Title

History of Modern Philosophy

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course emphasizes the broad epistemological and metaphysical developments in Western philosophy from the 16th century through the 18th-century philosophy. Primary topics and texts include those of Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. Immediate predecessors and successors, including Renaissance philosophers, will be examined.

Taxonomy of Programs (TOP) Code (CB03)

1509.00 - Philosophy

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Minimum Contact/In-Class Laboratory Hours

0

Maximum Contact/In-Class Laboratory Hours

0

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Students will interpret, analyze, and evaluate Modern (primary) philosophy texts. |
| 2 | Students will compare and contrast rationalism and empiricism as theories of knowledge. |
| 3 | Students will assess (Immanuel) Kant's attempt to synthesize/combine the insights of (modern) rationalism and empiricism. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Identify historical causes and conditions that led to philosophical developments in early Modern philosophy. |
| 2 | Describe the primary issues addressed by Modern philosophers. |
| 3 | Explain how events and thought during the Renaissance and Reformation move philosophical speculation away from earlier Medieval concerns and towards early Modern scientific theories and methods. |
| 4 | Assess the significance of early Modern rationalistic philosophy and, in particular, the arguments and analyses of Descartes, Leibniz, and Spinoza. |
| 5 | Assess the significance of British empiricist philosophy and, in particular, the arguments and analyses of Locke, Berkeley, and Hume. |
| 6 | Differentiate between the conceptual methods applied by rationalists and empiricists during this period. |
| 7 | Assess the significance of Kant's "Copernican Revolution" in thought and his critical synthesis of Continental rationalism and British empiricism. |
| 8 | Summarize Hume and Kant's enduring influence upon post-modern thinkers and movements, such as Continental rationalism and Anglo-American analytic schools of thought. |

Course Content

Lecture/Course Content

1. Introduction to Significant Pre-Modern Philosophical Ideas and Events
 - a. Medieval scholasticism
 - b. Aristotelian naturalism
 - c. The Protestant Reformation
 - d. Renaissance humanism and Neo-Platonism
 - e. Experimental naturalism
 - i. Kepler, Galileo, and Bruno
 - ii. Bacon
 1. Induction
 2. Experimental science
 - f. Hobbes
 - i. Metaphysical materialism
 - ii. The world as mechanical
 - iii. Social and political theory
 1. State of nature
 2. Social Contract
 3. Sovereign authority
2. Rationalism
 - a. Descartes
 - i. Method of doubt
 - ii. Theory of innate ideas
 - iii. Epistemological rationalism
 - iv. Dualism
 1. Metaphysical mechanistic dualism
 2. Epistemological dualism
 3. The mind-body problem
 - v. Coherence theory of truth
 - vi. Criticisms of Descartes' philosophy
 - b. Spinoza
 - i. Epistemological rationalism
 - ii. Ontological monism/pantheism
 - iii. Axiomatic/geometric method
 1. For understanding the world
 2. For understanding ethics
 - c. Leibniz
 - i. Epistemological rationalism
 1. A priori ideas
 2. A posteriori ideas
 - ii. Metaphysical monadology
 1. Non-material simple substances
 2. Pan-psychism
 - a. Pre-established harmony
 - b. Best of all possible worlds (Theodicy/Justifying God's ways)
 - iii. "Linguistic/Semantic Turn"
 1. Propositional calculus
 2. Analytic/synthetic distinction
 - a. Necessary facts/truths
 - b. Contingent facts/truths
3. Empiricism
 - a. Locke
 - i. Epistemological empiricism
 1. Denial of the theory of innate ideas
 2. Primary and secondary qualities
 3. Metaphysical (mind-independent) nominalism
 4. Correspondence theory of truth
 - ii. Psychological theory: A "person" as a psychological entity
 - iii. Social and political theory

1. State of nature
 2. Natural rights
 3. Social contract
 4. Private property
 - b. Berkeley
 - i. Metaphysical idealism
 1. Response to (Locke's) possibility of skepticism
 2. Denial of physical substance
 3. Objects as collections of perceptions
 - c. Hume
 - i. The logical conclusion of ("radical") empiricism
 - ii. Hume's linguistic turn
 1. Propositions as matters of fact
 2. Propositions as relations of ideas
 - iii. Hume's skeptical arguments
 1. The inconceivability of mind-independent substance
 2. The denial of persistent selves
 3. The denial of the "necessary connection" between cause and effect
 4. Rejection of induction
 5. Morality as based on human sentiment
 6. Hume's skeptical "solution" to these doubts
4. Kant
- a. Kant's "awakening (by Hume) from (his/Kant's) dogmatic slumbers"
 - b. Response to Hume's skepticism
 - c. Kant's "Copernican shift" regarding the nature of thought
 - d. Kant's epistemological synthesis of rationalism and empiricism
 - i. A priori knowledge (rationalism)
 - ii. A posteriori knowledge (empiricism)
 - iii. Kant's "linguistic turn"
 1. Analytic judgments
 2. Synthetic judgments
 3. Synthetic a priori judgments
 - iv. Kant's transcendental deduction
 1. Categories of thought in organizing experience
 2. Noumenal reality (things-in-themselves)
 3. Phenomenal reality (things as we experience them)
 4. Transcendental Ideas
 - a. (The critique of) "Pure reasoning"
 - b. (The critique of) "Practical reasoning"
 5. Kant's moral philosophy
 - a. Deontology/duty theory vs. teleological/consequentialist views
 - b. Duty theory
 - i. Reason as the basis of morality
 - ii. The categorical imperative
 - iii. Moral equality
5. Legacy of Modern Philosophy
- a. Kant's influence on Hegel (and Marx)
 - b. Influence on later critics and admirers
 - i. Phenomenology
 - ii. Existentialism
 - iii. Pragmatism
 - c. 20th-century successors of Rationalism vs. Empiricism debate
 - i. Logical Positivism
 - ii. Wittgenstein
 - iii. Skinner
 - iv. Post-modernism
 - v. Chomsky
 - vi. Quine

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Essays
Group projects
Objective exams
Quizzes
Reports/papers
Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Computer-aided presentations
Class activities
Distance Education
Field experience/internship
Instructor-guided interpretation and analysis
Lecture

Describe specific examples of the methods the instructor will use:

1. Instructor will direct interactive instructional activities asking students to compare and contrast modern (science-based/science-influenced) philosophical perspectives with Ancient/Medieval views/viewpoints.
2. Guided and focused class discussions of representative philosophical subject areas, topics, questions, and theories. These discussions would elicit student opinions on the relationship between a theory (e.g. Cartesian Dualism) relative to a larger topic (e.g. metaphysics); a theory (e.g. Cartesian Rationalism) relative to another theory (e.g. British Empiricism) ; and/or a theory (e.g. Kantian Duty Theory) relative to (ordinary) practice/s/perspectives,(e.g. ethical decision-making in our lives).
3. Instructor will show video/s distinguishing the relationship between current (circa 1800 c.e.-to-today) approaches to philosophy and its contemporary methods of experience and reasoning, with that of Modern philosophy (roughly 1600 c.e.-1800 c.e.) and their continued interrelationship in terms of philosophical thinking/analysis and debate.

Representative Course Assignments

Writing Assignments

1. (Analyze a pair of philosophical quotes from a modern debate in philosophy): 1) "I think, therefore I am." –Descartes, 2) "All ideas come from.....in a word experience." –Locke (3-5 pg.)
 - a. Describe the intellectual/historical context in which these claims were made.
 - b. Analyze what each philosopher probably meant by his respective statement (giving reasons for your views).
 - c. Discuss what you think about the arguments/explanations/theories offered by each.
 - d. Criticize/critique/defend your own analysis against possible objections, (e.g. what are the assumptions you make, the strengths and weaknesses of your argument, etc.).
2. (Short-answer writing for a quiz): "Explain Leibniz's distinction between a priori and a posteriori judgments in 100 words or less."
3. Compare, contrast, and explain Kant's synthesis of modern rationalism and empiricism *as a response to* Hume's skepticism. Specifically, what did Kant find so problematic with Hume's views and how did he/Kant propose to refute Hume's conclusions? Finally, in your view, what are the strengths and weaknesses of Kant's argument/s. (7-10 pg.)

Critical Thinking Assignments

1. Participate in class and small group discussions which engage in dialogue on the identify, nature, sense, and place of (the concept) of "self," from (a) Cartesian, empirical, and "ordinary" point/s of view.
2. Identify and explore the (philosophical) underpinnings/foundations between British empiricism and 1) ethical utilitarianism, 2) social contract theory, and 3) (the origins of modern) commercial capitalism.

Reading Assignments

Students read texts from primary sources, such as:

1. Excerpts from Bacon's *The New Organon*
2. Excerpts from Descartes' *Meditations on First Philosophy*
3. Excerpts from Spinoza's *Ethics*
4. Excerpts from Leibniz's *Monadology*
5. Excerpts from Locke's *Essay Concerning Human Understanding*; *Second Treatise of Government*
6. Excerpts from Berkeley's *Three Dialogues Between Hylas and Philonous*
7. Excerpts from Hume's *An Enquiry Concerning Human Understanding*
8. Excerpts from Kant's *Prolegomena to a Future Metaphysic*; *Groundwork for the Metaphysics of Morals*

Skills Demonstrations

None

Other assignments (if applicable)

- a. Tutorial sessions
- b. Review video lectures on topics in philosophy (ex. university professor lecture on Hobbes' work, *Leviathan*)
- c. Research electronic databases for additional material on philosophy (ex. Harvard University website on the life and thought of 18th-century idealist George Berkeley.)

Outside Assignments**Representative Outside Assignments**

1. Completing reading/s of primary source materials in Modern philosophy.
2. Completing reading/s of secondary source materials in Modern philosophy, including textbook materials, and other forms of interpretation.
3. Reviewing video of, for example, open-source university lectures on topics in Modern philosophy
4. Searching for video related to course topics, but not included in the syllabus, and/or course bibliography
5. Research electronic databases, e.g., *Standard Encyclopedia of Philosophy*, for additional material on a subject
6. Reviewing content found on university/4-yr. college philosophy department websites, including philosophy program features, instructor web pages (of recent work, professional background), student web pages, insofar as they are indicative of professional work within the field of Modern philosophy.
7. Weekly short essay assignments related to class lecture.
8. Library/Learning resource search-inquiries and assignments.
9. (Self)-Reports/-ing of searches/inquiries, outcomes of searches, interpretation/analysis of searches.

Articulation**C-ID Descriptor Number**

PHIL 140

Status

Approved

Comparable Courses within the VCCCD

PHIL M14 - The Modern Mind

PHIL V06B - History Western Philosophy II

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****C2. Humanities**

Approved

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

Fall 1999

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

C2 Humanities: Literature, Philosophy, Languages Other than English

Approved

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA

Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 3B: Humanities

Approved

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Baird, Forrest E. and Kaufman, Walter (2010). *Modern Philosophy: Volume III*. Prentice Hall Publishing; Englewood Cliffs, NJ

Resource Type

Textbook

Description

Kolak, Daniel and Thompson, Garrett (2005). *The Longman Standard History of Philosophy*. Cengage/Wadsworth; Boston, MA.

Resource Type

Textbook

Description

Pojman, Louis (2010). *Classics of Philosophy*. Oxford University Press; NY, NY

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Student-to-student discussion board topics/responses will be posted on, for example, a modern universalist and/or an objective position, (e.g. (rationalists) Descartes; Kant), and a modern relativist/-ic and/or skeptical position, (e.g. (empiricist) Hume), (in a philosophical discussion/debate)
E-mail	Faculty will communicate with students via email regarding course information and concerns.
Other DE (e.g., recorded lectures)	Faculty may record audio recordings and/or video lectures on the course content including videos on metaphysics, epistemology, ethics, logic, social and political philosophy, theology, philosophy of science, and/or axiology in so far as it relates to subjects from Modern (Western) philosophy. All live meetings will be recorded and provided to students via the LMS.
Video Conferencing	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Student-to-student discussion board topics/responses will be posted on, for example, a modern universalist and/or an objective position, (e.g. (rationalists) Descartes; Kant), and a modern relativist/-ic and/or skeptical position, (e.g. (empiricist) Hume), (in a philosophical discussion/debate)
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Video Conferencing	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Student-to-student discussion board topics/responses will be posted on, for example, a modern universalist and/or an objective position, (e.g. (rationalists) Descartes; Kant), and a modern relativist/-ic and/or skeptical position, (e.g. (empiricist) Hume), (in a philosophical discussion/debate)
E-mail	Faculty will communicate with students via email regarding course information and concerns.
Other DE (e.g., recorded lectures)	Faculty may record audio recordings and/or video lectures on the course content including videos on metaphysics, epistemology, ethics, logic, social and political philosophy, theology, philosophy of science, and/or axiology in so far as it relates to subjects from Modern (Western) philosophy. All live meetings will be recorded and provided to students via the LMS.
Video Conferencing	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.

Examinations**Hybrid (1%–50% online) Modality**

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

PHILOSOPHY

Review and Approval Dates**Department Chair**

11/16/2020

Dean

11/16/2020

Technical Review

11/25/2020

Curriculum Committee

11/25/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

12/09/2020

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000098447

DOE/accreditation approval date

MM/DD/YYYY