PHHS 2000
MODERN PHILOSOPHY
Anselm Ramelow, O.P.
Dominican School for Philosophy and Theology
Fall 2021

Time: M 9:40am-11:00pm and TH 9:40am-11:00pm
Location: DSPT room xxx
3 units

Office Hours:
After class or by appointment. I can be reached under (415) 567 7824 (St. Dominic’s Parish, ask for Fr. Anselm) or (better) aramelow@dspt.edu.

Course description:
The course will provide an overview over the development of philosophical thought from Descartes and Bacon to Hegel and Schopenhauer. It will cover Continental Rationalism, British Empiricism, German Idealism and the responses to Kant. The format of the class is a lecture open to questions and discussion.

Intended audience: MDiv, MA/MTS, PhD/ThD.

Format
The format of the class has a synchronous element, which is an interactive lecture, conducted over Zoom (100% of class time). The asynchronous element consists in the assigned readings, your research for and writing of the paper (including the paper proposal), as well as a written final and midterm exam.

Only for those who have to participate remotely:
Please notice that you need to be familiar with Zoom, and how to access it through Moodle (help can be found here; you can also contact Moodle support at moodle@gtu.edu. Students will receive a response within 24 hours).

- To access Moodle, visit moodle.gtu.edu and log in using your school email address and password.
- In Moodle, the course will appear in your Dashboard under Courses. All course content including lectures, readings, activities, assignments, and discussions will be posted on our Moodle course page.
- Google Chrome or Mozilla Firefox are recommended to access Moodle. Safari is not recommended.
- Students can also use their smartphone to access Moodle. When accessing Moodle from a mobile device, students should use a browser instead of the mobile app.

Technology Requirements
Students needing to attend online should have the following technology on hand in order to actively engage in the course and complete all course requirements:

- A computer, laptop, or tablet with an updated operating system (Windows, Mac, Linux) and an internet browser (Chrome or Firefox)
- A webcam
- A microphone
**Course Outcomes**

**Course Outcome 1:** The student will have gained an understanding of the development of philosophical thought in this epoch.

**Course Outcome 2:** The student will be able to relate various thinkers and their positions on relevant topics.

**Course Outcome 3:** The student will learn to identify a topic of interest and research, in collaboration with the instructor (paper proposal).

**Course Outcome 4:** The student will learn to identify relevant literature for this topic of research.

**Course Outcome 5:** The student will hone his/her skill in academic writing, making a sustained and coherent argument or exposition of that of a given author.

The Instructor will assess each student’s achievement of these outcomes through (A) Research Paper, (B) Midterm and Final Exam, (C) Paper Proposal, (D) Class Participation. The Course & Curricular Outcomes Table in the Appendix at the end of this syllabus relates these outcomes and assessment activities to both the DSPT Institutional Goals and the MDiv Program Outcomes.

**Grades**

The student will demonstrate this knowledge through

a) a **mid-term** (take home) and **final exam** (take home, non-comprehensive) = 40% of grade

b) a **15pp research paper** (see below) = 50% of grade

This includes an evaluation of these DSPT Institutional Goals:

A.1 **Integrative Thinking** (as explained in the paper guidelines)

A.2 **Intellectual Humility**:

Every academic work includes listening to the scholarly community; this is demonstrated in your research and the use of your sources (books and journal articles) in the research paper.

A.3 **Self-Direction**

Finding your own paper topic will demonstrate this ability.

B.1 **Collaborative dimension**

Integrating feedback on your paper proposal.

c) in addition, 10% of the grade will include an evaluation of the student in the following areas:

a. **Collaborative learning** (Institutional Goal B.1); based on

   i. class participation

   ii. the paper proposal you are submitting and integration of feedback

   iii. your contribution to the common good of the class:

      1. class preparation

      2. class participation

**Class attendance** is mandatory. Attendance and participation will impact the grade. **Missed deadlines** will result in a penalty on the grade.

*I would like you to forgo the use of electronic equipment during class sessions.*

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1 Please refer to the attached paper guidelines and the Research Readiness Paper Review Form.
2 For some rubrics of evaluation for the Institutional Goals, please refer to the DSPT website [here](#).
The research paper ideally will compare a philosopher to other thinkers on a particular topic. It will show the student’s ability to do research. For this purpose, I ask you to give me a paper proposal by Monday, 11/1.
The deadline for the paper is Monday 12/2.
Out of fairness to other students who submit their work on time, missed deadlines will result in a lower grade. Further guidelines for the paper can be found at the end of the syllabus.

BIBLIOGRAPHY
Required:

a) The Voyage of Discovery: The Modern Voyage
by William F. Lawhead
   o Wadsworth publishing, 2nd edition, 2002
   o paperback
   o new on Amazon from $33.00 (and many used good copies)

b) Modern Philosophy: An Anthology of Primary Sources
by Roger Ariew (Editor), Eric Watkins (Editor)
   o Publisher: Hackett Publishing Company, 2nd edition (November 25, 2009)
   o paperback, $54.00 (and many good used copies)
   (for those, who happen to have the first edition: you can use that, too; I can provide you with the page numbers please do not buy the new, 3rd edition; it is quite different and useless for our purposes!)

c) For this semester, due to COVID, a reader will be distributed electronically at the beginning of the semester.

Additional bibliography:
You can supplement these readings with:
   • Roger Scruton, Short History of Modern Philosophy (Routledge Classics); 3rd edition (November 9, 2001)
   • Frederick Copleston, S.J., History of Philosophy, vol. IV-VII
   … or any other history of philosophy.

It is also useful to look at encyclopedia articles on the internet:
   Stanford Encyclopedia of Philosophy
   The Internet Encyclopedia of Philosophy
Class Schedule

M 9/6  Labor Day

TH 9/9  Introduction
   Francis Bacon
   Read:  Lawhead   p. XIX-XXI and p. 201-216
         Ariew       p. 16-21
         Reader      p. 3-6

M 9/13  Bacon and Descartes
   Read:  Lawhead   p. 226-233
          Ariew       p. 39-47

TH 9/16  Descartes
   Read:  Lawhead   p. 233-242
          Ariew       p. 34-68

M 9/20  Descartes continued

TH 9/23  Descartes continued

M 9/27  Pascal, A. Geulincx, N. Malebranche
   Read:  Ariew      p. 200-223
         (Reader    p. 7-9)

TH 9/30  Spinoza
   Lawhead   p. 243 - 256
   Ariew     p. 144-196 (if you cannot manage it all,
                focus on the “proposition”
                and go deeper where appropriate)

M 10/4  Spinoza continued/Leibniz
   Lawhead   p. 257-271
   Ariew     p. 224-247 (Discourse on Metaphysics)
   Ariew     p. 275-284 (Monadology)
   Ariew     p. 294-303 (letters to Clarke)

TH 10/7  Leibniz continued

M 10/11  Leibniz continued

TH 10/14  Hobbes
   Lawhead   p. 217-225
   Reader:   p. 10-17

3 Benedict XVI., Spe Salvi nn. 16-23; for footnotes see here.
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecturer</th>
<th>Reading and Notes</th>
</tr>
</thead>
</table>
| M 10/18 | Locke    | Lawhead p. 279-294  
               Ariew p. 316-421 (skip 332-348, 387end-405)  
               (esp. 369-376 on personal identity!)  
               [suggested:  
               Ariew 308-315 (Boyle)  
               21-25 (Galileo)] |
| TH 10/21 | Berkeley | Lawhead p. 295-309  
               Ariew p. 438-453 |
|          |          | *(take home exam questions will be distributed by email)* |
| M 10/25 | Reading Week |               |
| TH 10/28 | Reading Week |               |
| M 11/1  | Hume     | Lawhead p. 310-324  
               Ariew p. 538-593 |
|          |          | *take home exam and paper proposal due*  
               *please submit these as Word Document (not pdf!) by email* |
| TH 11/4  | Hume continued |               |
|          | *Rousseau and Enlightenment* |               |
|          | Lawhead p. 272-278  
               Reader: p. 18-48 |               |
| M 11/8   | *Rousseau and Enlightenment* continued |               |
| TH 11/11 | Kant     | Lawhead p. 325-339  
               (up to: “Ethics as Rational Discipline”)  
               Reader: overviews p. 49-53  
               Ariew p. 717-783  
               (up to “Transcendental Dialectic Introduction”) |
| M 11/15 | Kant     | Lawhead p. 339-346  
               Ariew p. 783-835 |
| TH 11/18 | Kant continued |               |
| M 11/22 | Kant continued |               |
| TH 11/25 | Thanksgiving, no class |               |
M 11/29  Fichte and Schelling  
Lawhead p. 346-359  
Reader: p. 54-66

TH 12/2  Fichte and Schelling continued  
*paper due*  
*please submit as Word Document (not pdf!) by email*

M 12/6  Hegel  
Lawhead p. 360-378  
Reader: p. 67-85

TH 12/9  Hegel continued  
*(final exam questions to be distributed)*

M 12/13  Hegel and Marx  
Lawhead p. 379-398

TH 12/16  if there is time: Schopenhauer  
Reader: p. 86-90  
*final exam due*  
*please submit as Word Document (not pdf!) by email*  
evaluations will be solicited electronically
**Paper Guidelines**

The topic of your paper will ideally be a comparison of two philosophers on a given issue. Examples (from Contemporary Philosophy) might be:

- Anxiety in Kierkegaard and Heidegger.
- Language in Wittgenstein and Gadamer.
- Faith in Newman and Kierkegaard.
- Time in Husserl and Augustine.

There are many possibilities. It could be also something altogether different, depending on approval. I do encourage you to use topics of your own interest or background. There are many graduate student conferences now; you might want to write a paper with an eye to presenting it in such a venue. An increasing number of students has done so successfully.

The topic is, however, subject to approval. You can talk to me before or after your proposal.

The paper is a **research paper (15 pages, 12pt, double space)**. Hence, I expect you to research and use **secondary literature**. This is to be documented in the use of **footnotes (not endnotes!)** and in a **bibliography**.

To avoid some common pitfalls: please **focus on your topic**. There is no need for biographical introductions on philosophers. (Biographical details can, of course, be brought in, if they explain some subject matter.)

Please avoid flowery or cryptic **language**. Be as sober as possible. Building literary smoke screens will not make your paper appear more profound, but only less intelligible. Focus on making arguments and positions clear.

Do some **proofreading**. If English is your second language, it can be a good idea to ask someone else to help you. Please do write complete sentences that have a grammatical structure.

(Unfortunately that does not always seem to be self-understood.) Shorter sentences can make that easier. Grammatical correctness is more important than political correctness (e.g. do not use “they” as a singular).

**Subdividing it into chapters** (with headlines) can help the structure of your paper. It will help the clarity of your own thought process – as well as that of the reader. Please use **page numbers**. **Plagiarism** is unacceptable and will result in a failing grade.

**Proposal**

The proposal is due the class after reading week. It consists in 2 or 3 sentences, stating your topic, plus a pertinent bibliography. (Please do not include the textbooks of the class.) This exercise is meant to help you to clarify your topic and focus your bibliography; after that, the paper should come easy. It is also a good exercise for a future thesis proposal. The topic is subject to approval.

The bibliography is most important. Topics without pertinent literature are not viable; if it requires extensive research on primary texts, then you should leave it for your dissertation.

Please make your bibliography **as specific as possible**. I would like to see at least **three pertinent journal articles** in your bibliography; this is more important than generic books. As a **help**: please use the “philosopher’s index” at the GTU library, although this might only provide you with a starting point. (there is also a new tool, called **Summon**, which you might want to try). Sometimes helpful also: the Oxford Bibliographies.

In time of COVID, you do still have access to **library resources** for your research; please visit the following site for more information: [https://www.gtu.edu/library/remote-resources-gtu-library](https://www.gtu.edu/library/remote-resources-gtu-library).
Appendix: Course & Curricular Outcomes Table

In the following table, each Course Outcome is listed, followed by course activities and/or assignments by which the Course Outcome is to be measured, along with the DSPT Institutional Outcomes and Program Goals/Outcomes to which the given Course Outcome contributes. The DSPT Institutional Goals and Program Goals/Outcomes are available on the following page.

<table>
<thead>
<tr>
<th>Course Outcome</th>
<th>Activities &amp;/or Assignments To Measure Course Outcome</th>
<th>Related Program and Institutional Goals/Outcomes</th>
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</thead>
<tbody>
<tr>
<td>1. gained an understanding of the development of philosophical thought in this epoch</td>
<td>(A) Research Paper (B) Midterm and Final Exam (D) Class Participation</td>
<td>IGA1-Integrative Thinking MAPHEG1 &amp; MAPHTG1-knowledge of history of phil MAPHEG2 &amp; MAPHTG2-understanding of systematic phil</td>
</tr>
<tr>
<td>2. relate various thinkers and their positions on relevant topics</td>
<td>(A) Research Paper (B) Midterm and Final Exam (C) Paper Proposal (D) Class Participation</td>
<td>IGA1-Integrative Thinking MAPHEG1 &amp; MAPHTG1-knowledge of history of phil MAPHEG2 &amp; MAPHTG2-understanding of systematic phil MAPHEG4-integration of knowledge</td>
</tr>
<tr>
<td>3. identify a topic of interest and research, in collaboration with the instructor</td>
<td>(C) Paper Proposal</td>
<td>IGA2-Intellectual Humility IGA3-Self-Direction IGB1-Ability to Collaborate MAPHEG1 &amp; MAPHTG1-knowledge of history of phil MAPHEG3 &amp; MAPHTG3-research skills MAPHEG4-integration of knowledge MAPHTG4-specialized knowledge</td>
</tr>
<tr>
<td>4. identify relevant literature for this topic of research</td>
<td>(A) Research Paper (C) Paper Proposal</td>
<td>IGA2-Intellectual Humility IGA3-Self-Direction IGB1-Ability to Collaborate MAPHEG3 &amp; MAPHTG3-research skills MAPHTG4-specialized knowledge</td>
</tr>
<tr>
<td>5. skill in academic writing, making a sustained and coherent argument or exposition of that of a given author</td>
<td>(A) Research Paper (B) Midterm and Final Exam</td>
<td>IGA1-Integrative Thinking IGA2-Intellectual Humility MAPHEG4-integration of knowledge MAPHEG5-communication skills MAPHTG5-skills for advanced writing</td>
</tr>
</tbody>
</table>
DSPT Goals and Outcomes

DSPT Institutional Goals:

Pedagogical Goal: Deep Learning. Motivated by a thirst for truth, the disciplined inquirer is a life-long learner who recognizes fundamental principles in a given field of inquiry and applies them in creative or innovative ways to broader contemporary issues which are of importance to Church, the academy, and/or society. Disciplined inquiry includes the following characteristics:

A1. Integrative Thinking: the ability to recognize, understand, retain, integrate, and apply the fundamental principles operative in a field of inquiry, and use them to make synthetic judgments.

A2. Intellectual Humility: an orientation of mind and heart that fosters intellectual collaboration, precludes both rigidity and passivity of mind, and recognizes that contrary opinions are not a threat, but provide the opportunity to test and deepen one's own grasp of the truth.

A3. Self-Direction: the disposition to take primary responsibility for one's own education, manifested in a keen intellectual interest in the topic of studies, and the ability to teach oneself through a habit of skilled and responsible research and resilient exploration.

Vocational Goal: Collaborative Leadership. A collaborative leader inspires within others the desire to realize the common good by articulating to academy or society a coherent vision rooted in the mission of the Church, all the while leading by example.

B1. Ability to Collaborate: expressed in good listening and communication skills which foster decisions stemming from and leading to an open, transparent, and mutually enriching dialog with others in order that the gifts of all can be appropriately acknowledged and utilized.

Abbreviations: IGA1-Integrative Thinking, IGA2-Intellectual Humility, IGA3-Self-Direction, IGB1-Ability to Collaborate

MAPh – Exam Option: Goals
1. a comprehensive knowledge of the history of the Western philosophical tradition;
2. a detailed understanding of systematic philosophy;
3. skills for academic research;
4. an ability to integrate historical and systematic knowledge in a chosen area of interest;
5. skills for effective communication of philosophical ideas.

Abbreviations: MAPhEG1-knowledge of history of phil, MAPhEG2-understanding of systematic phil, MAPhEG3-research skills, MAPhEG4-integration of knowledge, MAPhEG5-communication skills
MAPh – Thesis Option: Goals

1. a comprehensive knowledge of the history of the Western philosophical tradition;
2. a detailed understanding of systematic philosophy;
3. skills for academic research;
4. a focused knowledge in one specific topic of philosophical inquiry;
5. skills for advanced academic writing and publication.

Abbreviations: MAPhTG1-knowledge of history of phil, MAPhTG2-understanding of systematic phil, MAPhTG3-research skills, MAPhTG4-specialized knowledge, MAPhTG5-skills for advanced writing