

## Syllabus PHIL 220

Philosophy 220

Location: Modern Languages 310

Fall 2018; MWF 10-10:50

Office Hours: M 11:00-1:00  
& by appointment

Instructor: Santiago Sanchez Borboa

Office: Social Sciences 138

Email: [ssanchezborboa@email.arizona.edu](mailto:ssanchezborboa@email.arizona.edu) (I will usually take around 24 hours to respond to emails)

### PHILOSOPHY OF HAPPINESS

#### Course Description:

Happiness matters to us like few things do, being something that people think of as integral to a life worth living. In this and the last century, large numbers of self-help books that purport to teach us how to be happy have come out, and there is a huge new field of 'happiness studies,' encompassing positive psychology, politics, and law. Unfortunately, discussions of happiness are often confusing if not confused, since it is often not clear what the authors think happiness is. Is it feeling good? Is it having a certain kind of a positive attitude towards your present state or your life as a whole? Is it having a life that meets certain objective conditions? In this course, we will ask what happiness is and critically evaluate major answers to this question. We will also discuss what the significance of happiness is. In doing so, we will look at different philosophical traditions of thinking about happiness as well as some contemporary psychological research.

#### Goals and Learning Objectives:

- (1) To acquire the basic concepts and background knowledge that will allow you to engage critically with research and discussions on happiness in philosophy and psychology.
- (2) To familiarize yourself with new and different ideas about happiness so that you might be more reflective in your own thinking about happiness in your work and your life.
- (3) To exercise and improve your abilities to think critically, and use and communicate information effectively.

#### Course Requirements:

This course places a premium on thinking critically and reading texts closely. The writing assignments are intended to help you to develop these skills. You will be required to write one 750-word paper, rewrite it based on feedback, write and two take-home essay exams:

**Paper** (30% of course grade, with the initial submission worth 15% and the rewrite worth 15%)

**Mid-term Exam** (20% of course grade)

**Final Exam** (30% of course grade)

**Online D2L Quizzes** (20% of the final course grade).

The paper topic and the exam questions will be assigned as specified in the course schedule. Papers that do not address the assigned topic, or exams that do not address the set questions,

will not be accepted. I will return the paper you initially submit with comments, and you will be required to rewrite it in light of these comments, and re-submit it.

Attending and participating in course lectures and discussion sections are required, because they are absolutely vital to the learning process. There is a reading assignment for each lecture, as you will see from the course schedule below. You are expected to come to class having done all the required reading for that class and to have done it carefully. By the end of each week, there will be an online quiz for you to take based on the material for the course.

If you know that you will be unable to attend for a legitimate reason, notify me in advance, preferably by email ([ssanchezborboa@email.arizona.edu](mailto:ssanchezborboa@email.arizona.edu)). Excuses, documented by a third party (e.g., the Campus Health Service) are to be provided in a timely manner (usually, within 24 hours of the missed class). Unexcused absences will affect the class participation portion of your grade.

*Missed Exams, Late Papers and Grade Change Appeals:* If you have a legitimate excuse for missing an exam, or for turning an exam in late, the in-class exam, or the deadline for submitting the take-home exam let me know about it before, or in the case of emergency very shortly after (i.e. within 24 hours). Make-up exams will be given only to those with legitimate and timely excuses. Take-home exams submitted between 1 and 48 hours late (without a legitimate excuse) will be docked one full grade (e.g., B- to C-). Those handed in between 48 and 72 hours late will be docked two full grades. Those handed in after 72 hours will be docked three full grades. Grade appeals must be written, submitted no earlier than 48 hours, and no later than two weeks, after the work is returned, and specify particular reasons why you think your grade should be changed. (That you don't like the grade or feel that you deserve a better one is not a reason.)

**Grading Scale:**

100-90% A

89-80% B

79-70% C

69-60% D

Below 60% E

- Grades will be rounded up from .5 (so 79.5 will earn a B, but 79.4 will earn a C).
- There is a possibility that final grades will be assigned on a curve that creates higher grades overall, but there is no guarantee of that.
- No extra credit will be offered.

**Incomplete and Withdrawal:**

Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies which are available [here](#) and [here](#).

### **A Note on the Reading:**

If you have never taken a philosophy course before, then the reading material for this course may be far more challenging than any academic material you've encountered before. Be prepared to *work* on the reading. You should expect to have to read the material more than once. In order to foster close engagement with the text and to better our discussions, you will be asked for each reading to **write out three in-depth questions or comments about the reading**. We will begin each class discussion by my asking at least three of you to share your questions with the class. I will make sure to call on everybody throughout the semester so as to encourage constant engagement as well as to ensure a diversity of perspectives in our conversations, which is helpful for everyone to have. It is in your best interest to take the task of crafting three questions seriously by thinking hard about the readings, as it will radically improve the quality of our discussion.

### **Code of Conduct:**

We all have a responsibility to promote a safe, welcoming, and inclusive learning environment in this course. And we want an environment in which we can all challenge ourselves to succeed. Students are expected to behave accordingly, and to treat others with respect. While in class, turn off any cell phones and refrain from eating, reading the newspaper, and disruptive whispering. Those who engage in disruptive behavior will be asked to stop; those who nonetheless persist will be asked to leave the room and may be reported to the Dean of Students. **Use of laptops, iPads, or other electronics is not permitted: you should take notes using pen/pencil and paper.** Arrive on time, and remain until the end of class. Students are also advised that university policy prohibits threats of physical harm to any member of the university community.

### **Threatening Classroom Behavior:**

The University of Arizona seeks to promote a safe environment where students and employees may participate in the educational process without compromising their health, safety or welfare. The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the university community, including to one's self. Threatening behavior can harm and disrupt the University, its community and its families.

Threatening behavior means any statement, communication, conduct or gesture, including those in written form directed towards any member of the university community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker's statement, communication, conduct or gesture as a serious expression of intent to physically harm. You are welcome and encouraged to read more on the Dean of Students' website:

<http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>

### **UA Nondiscrimination and Anti-harrassment Policy:**

The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination,

including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. All members of the University community are responsible for participating in creating a campus environment free from all forms of prohibited discrimination and for cooperating with University officials who investigate allegations of policy violations. In this course, discrimination and harassment will not be tolerated. You are encouraged to read the policy:

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See <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>

Any violation of academic integrity – any instance of cheating – is grounds for unconditional failure of the course, and potentially for expulsion from the University. An all-too-common mode of cheating is plagiarizing. If, in writing a paper, you use someone else's wording, without indicating that you are doing so (by using quotation marks), you are plagiarizing. If you use someone else's idea without crediting that person for his/her idea, you are plagiarizing. Most generally, if you present as your own work that is not your own, you are plagiarizing. Do not plagiarize. Any violation of the code of academic conduct will be reported to the Dean's Office, where records of such violations are kept. Students are advised that professional schools routinely check for such records as part of their admissions process.

### **Accessibility and Accommodations:**

Our goal in this classroom is to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately, so that we can discuss options. You are also welcome to contact the Disability Resource Center, or DRC, (520-621-3268) to establish reasonable accommodations. For additional information about the DRC please visit <http://drc.arizona.edu>. If you have reasonable accommodations please plan to meet with me to discuss them, and how my course requirement and activities may impact your ability to participate fully.

**Class Materials: All course materials will be made available on D2L.** There are no materials to purchase. Do the day's readings *before* the day's class meeting.

### **Subject to Change Statement:**

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

Feel free to email me with questions, etc., but please keep in mind the following things: do not ask me for information that has already been supplied on the syllabus, and do not expect me to respond to emails over the weekend.

### **Word to the Wise:**

Measured in opportunity costs, this is some of the most expensive time in your whole life. Treat it as the valuable resource it actually is. You've decided to take a class, so take it. Put something into it. Get something out of it.

### **Course Schedule:**

#### **Part 1: The Philosophy of Happiness**

*Week 1:*

**8/20:** Introductory Lecture

#### **Unit 1. Hedonism: Happiness as Pleasure**

**8/22:** J. Bentham, "Of the Principle of Utility" "Value of a Lot of Pleasure or Pain, How to be Measured" "Push-Pin vs. Poetry"

**8/24:** J.S. Mill, "What Utilitarianism Is" Ch. 2 from *Utilitarianism*

- Online Quiz on D2L due by 8/26 at 11:59pm

*Week 2:*

**8/27:** J.S. Mill, "What Utilitarianism Is" Ch. 2 from *Utilitarianism* (cont.), "The Experience Machine" (*optional*)

**8/29:** F. Feldman, "What Is this Thing Called Happiness" Ch. 6 of *What Is this Thing Called Happiness*

**8/31:** Epicurus, selections

- Online Quiz on D2L due by 9/2 at 11:59pm

*Week 3:*

**9/3:** LABOR DAY – NO CLASSES

#### **Unit 2. Desire Satisfaction Theories: Happiness as Getting What You Want**

**9/5:** A.J. Ayer, "Principle of Utility" in *Philosophical Essays*

**9/7:** Paper Assigned (on hedonic and desiderative conceptions of happiness)

- Online Quiz on D2L due by 9/9 at 11:59pm

*Week 4:*

**9/10:** J. Griffin, "A Sophisticated Version of the Desire Account" *In Well-Being*

**9/12:** L.W. Sumner, "Welfare and Happiness" Ch. 6 in *Welfare, Happiness, and Ethics*

9/14: F. Feldman, "Whole Life Satisfaction Concepts of Happiness"

- Online Quiz on D2L due by 9/16 at 11:59pm

Week 5:

**Unit 3. Objective List Theories: Happiness as The Valuable Things in Life**

9/17: I. Robeyns, "The Capability Approach: a theoretical survey" pages 93 – 105.

**Unit 4. Eudaimonism: Happiness as the Good Life**

9/19: J. Annas, "Happiness as Achievement"

9/21: Paper Due by midnight (on hedonic and desiderative conceptions of happiness), Aristotle, *Nicomachean Ethics* I

- Online Quiz on D2L due by 9/23 at 11:59pm

Week 6:

9/24: Aristotle, *Nicomachean Ethics* I (cont.)

9/26: Hurka, "Putting it Together" from *The Best Things in Life*

9/28: Paper Returned. Plato, *Euthydemus*, selections

- Online Quiz on D2L due by 9/30 at 11:59pm

Week 7:

**Part 2: The Psychology of Happiness**

**Unit 1. The psychology of subjective well-being**

10/1: E. Diener, "Subjective Well-Being: the Science of Happiness and Life Satisfaction"

10/3: D. Kahneman, "Objective Happiness"

10/5: D. Kahneman, "35. Two Selves" and "36. Life as a Story" from *Thinking Fast & Slow*

- Online Quiz on D2L due by 10/7 at 11:59pm

Week 8:

10/8: D. Kahneman, "37. Experienced Well-Being" and "38. Thinking about Life" from *Thinking Fast & Slow*

**Unit 2. Beyond the psychology of subjective well-being: Flow and Happiness**

10/10: M. Csikszentmihalyi, "If we are so rich, why aren't we happy?", J. Nakamura, M. Csikszentmihalyi, "Flow Theory and Research" Chapter 18 in *Oxford Handbook of Positive Psychology*

**10/12: Paper Rewrite due by Midnight; Midterm Exam Assigned (on eudaimonism and the psychology of happiness);** J. Nakamura, M. Csikszentmihalyi, "Flow Theory and Research" Chapter 18 in *Oxford Handbook of Positive Psychology* (cont.)

**- Online Quiz on D2L due by 10/14 at 11:59pm**

*Week 9:*

**10/15:** J. Annas, "The Phenomenology of Virtue"

**Unit 3. Reflecting on the Psychology of Happiness**

**10/17:** E. Angner, "Subjective Measures of Well-Being. Philosophical Perspectives" In *Oxford Handbook of the Philosophy of Economics*

**10/19: Midterm Exam due by Midnight;** E. Angner, "Subjective Measures of Well-Being. Philosophical Perspectives" (cont.), M. Nussbaum, "Who is the Happy Warrior?"

**- Online Quiz on D2L due by 10/21 at 11:59pm**

*Week 10:*

**10/22:** M. Nussbaum, "Who is the Happy Warrior?" (cont.)

**10/24:** M. Seligman, Steen, Peterson, "Positive Psychology Progress: Empirical Validation of Interventions"

**10/26:** J. Griffin, "What do happiness studies study?"

**- Online Quiz on D2L due by 10/28 at 11:59pm**

**Unit 4. Psychology of Happiness for Public Policy**

*Week 11:*

**10/29:** J. M. Keynes, "Economic Possibilities for Our Grandchildren"; E. Diener and M. Seligman, "Beyond Money"; Kolbert, "Everybody Have Fun: what can policy makers learn from happiness research" (*optional*)

**10/31:** E. Diener and M. Seligman, "Beyond Money" (cont.)

**11/2:** D. Sacks, B. Stevenson, and J. Wolfers, "The New Stylized Facts about income and Subjective Well-Being"

**- Online Quiz on D2L due by 11/4 at 11:59pm**

*Week 12:*

**11/5:** D. Sacks, B. Stevenson, and J. Wolfers, "The New Stylized Facts about income and Subjective Well-Being" (cont.)

11/7: D. Kahneman, A. Deaton, "High Income Improves Evaluation of Life but not emotional Well-Being"

11/9: D. Kahneman, A. Deaton, "High Income Improves Evaluation of Life but not emotional Well-Being" (cont.)

- Online Quiz on D2L due by 11/11 at 11:59pm

### **Part 3: The Significance of Happiness**

#### **Unit 1: Ethical Egoism: One's Own Happiness is What Matters**

*Week 13:*

11/12: VETERAN'S DAY – NO CLASSES

11/14: J. Rachels, "Ethical Egoism"

#### **Unit 2: Humeanism: What One Wants is What Matters**

11/16: C. Heathwood, "Desire-Based Theories of Reasons, Pleasure, and Welfare"

- Online Quiz on D2L due by 11/18 at 11:59pm

*Week 14:*

11/19: C. Heathwood, "Desire-Based Theories of Reasons, Pleasure, and Welfare" (cont.)

#### **Unit 3: Eudaimonism: Living a Good Life is What Matters**

11/21: J. Annas, selections from "1. Making Sense of My Life as a Whole" "15. Happiness, Success, and What Matters" from *Morality of Happiness*

11/23: THANKSGIVING RECESS – NO CLASSES

- Online Quiz on D2L due by 11/25 at 11:59pm

*Week 15:*

11/26: J. Annas, selections from "22. Morality, Ancient, and Modern"

#### **Unit 4: Kantianism: Morality and Only Morally Conditioned Happiness is What Matters**

11/28: Kant, selections from the *Groundwork* and *Critique of Practical Reason*

11/30: Kant, selections from the *Groundwork* and *Critique of Practical Reason* (cont.), selections from the *Religion*

- Online Quiz on D2L due by 12/2 at 11:59pm

*Week 16:*

12/3: Kant, selections from the *Religion* (cont.)

12/5: Final Exam Assigned (on the psychology and significance of happiness)

**-No D21 Quiz for last week-**

**Final Exam Due during Final Examination Period: 12/7-12/13**

## Syllabus PHIL 262

Philosophy 262 (GE Tier 2)  
Haury Anthro Bldg., Rm 129

Instructor: Santiago Sanchez Borboa  
Email: [ssanchezborboa@email.arizona.edu](mailto:ssanchezborboa@email.arizona.edu)

Fall 2017; Tu, Th 2-3:15  
Office Hrs: W 12:30-2:30  
& by appointment  
Office: Social Sciences 138

### HISTORY OF MODERN PHILOSOPHY

#### Syllabus

#### COURSE DESCRIPTION AND OBJECTIVES

17th and 18th century philosophy needs to be studied in light of the development of modern science. This science did not fit into the framework of Scholastic (Aristotelian) philosophy. It thus gave early modern philosophers the task of finding a new way of viewing the material world and our relation to it, one that provided an adequate philosophical foundation for modern science. We will focus on some of the issues most central to this task: the reality of primary and secondary qualities, the nature of causation, and the nature of scientific explanation.

The general education objectives of this course include having you exercise and improve your abilities to think critically, communicate effectively, and use information effectively.

#### Code of Conduct

We all have a responsibility to promote a safe, welcoming, and inclusive learning environment in this course. And we want an environment in which we can all challenge ourselves to succeed. Students are expected to behave accordingly, and to treat others with respect. While in class, turn off any cell phones and refrain from eating, reading the newspaper, and disruptive whispering. Those who engage in disruptive behavior will be asked to stop; those who nonetheless persist will be asked to leave the room and may be reported to the Dean of Students. **Use of laptops, iPads, or other electronics is not permitted: you should take notes using pen/pencil and paper.** Arrive on time, and remain until the end of class. Students are also advised that university policy prohibits threats of physical harm to any member of the university community.

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## **COURSE REQUIREMENTS**

This course places a premium on thinking critically and reading texts closely. The writing assignments are intended to help you to develop these skills. You will be required to write one 750-word paper, rewrite it based on feedback, write and two take-home essay exams:

**Paper** (25% of course grade, with the initial submission worth 15% and the rewrite worth 10%)

**Mid-term Exam** (30% of course grade)

**Final Exam** (40% of course grade)

**Reading Questions/Comments and class participation** (5% of the final course grade).

The paper topic and the exam questions will be assigned as specified in the course schedule below. Papers that do not address the assigned topic, or exams that do not address the set questions, will not be accepted. I will return the paper you initially submit with comments, and you will be required to rewrite it in light of these comments, and re-submit it.

Attending and participating in course lectures and discussion sections are required, because they are absolutely vital to the learning process. There is a reading assignment for each lecture, as you will see from the course schedule below. You are expected to come to class having done all the required reading for that class and to have done it carefully. For each reading you should write down at least **three questions or comments** you have about the reading and **send them to me by midnight of the day before class**. These questions/comments are intended to help you keep up with the reading, and to give you (and me) an idea of how well you are doing at making sense of the primary text on your own as well as to provide a guide for our discussion. Remember: **the more consistently people are working at the readings and thinking for themselves about the readings, the more rewarding the class discussion will be for everyone.**

If you know that you will be unable to attend for a legitimate reason, notify me in advance, preferably by email ([ssanchezborboa@email.arizona.edu](mailto:ssanchezborboa@email.arizona.edu)). Excuses, documented by a third party (e.g., Campus Health Services) are to be provided in a timely manner (usually, within 24 hours of the missed class). Unexcused absences will affect the class participation portion of your grade.

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## **A Note on the Reading**

If you have never taken a philosophy course before, then the reading material for this course may be far more challenging than any academic material you've encountered before. Be prepared to *work* on the reading. Not only will the concepts under discussion be abstract and hard to understand, some of the classic texts will not even be in 'modern English'. You should expect to have to read the material more than once.

## **Academic Integrity**

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog.

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Feel free to email me with questions, etc., but please keep in mind the following things: do not ask me for information that has already been supplied on the syllabus, and do not expect me to respond to emails over the weekend.

## **TEXTS**

The following books should be purchased:

Mat. = Michael Matthews (ed.), *The Scientific Background to Modern Philosophy*

Des. = Rene Descartes, *Discourse on Method and Meditations on First Philosophy*, Donald A. Cress, trans. (Indianapolis: Hackett, 1980)

E = *The Empiricists* (works by Locke, Berkeley, and Hume) (Doubleday Anchor)

K = Immanuel Kant, *Prolegomena to Any Future Metaphysics*, Hatfield trans. (New York: Cambridge University Press, 2004)

Posted on D2L (**or provided by email as the case may be**) will be additional assigned and recommended readings from:

Mal. = Nicholas Malebranche, *The Search After Truth*, trans., by Lennon and Olscamp.

Lz. = G. W. Leibniz, from *Philosophical Essays*, trans. by R. Ariew & G. Garber

## **LECTURE TOPICS AND READING ASSIGNMENTS**

(by page numbers in the above works)

### **I. The Birth of Modern Science**

-The 17th century revolution in "natural philosophy":

**8/22:** Read Mat. 5-15 (Aristotle)

**8/24:** Read Mat. 87-108 (Descartes)

**8/29:** Read Mat. 108-123 (Boyle)

- Primary and secondary qualities/Cartesian dualism

**8/31:** Mat. 53-61 (Galileo), Review Mat. 105-6 & Mat. 97-99

**9/5:** E 24-30 and E56-60 (Locke)

**9/7: Paper Assigned**, on the primary/secondary quality distinction

### **II. Descartes: Meditations on First Philosophy**

- The project of the Meditations; the method of doubt and the skeptical arguments

**9/12:** Read Des. vii-ix and Des. 1-16

**9/14:** Review Des. vii-ix and Des. 1-16

-The nature of the human mind and our knowledge of it

**9/19: Paper Due;** read Des. 17-23, 59-69

-The existence of God, the Truth rule, and the Circle

**9/21:** Read Des. 24-41, 69-87

-Cartesian dualism and the union of mind and body

**9/26:** Read Des. 41-43 and 81-86

**9/28:** Read the Correspondence with Princess Elizabeth of Bohemia (E's letter on 6.v.1643, D's letter on 21.v.1643, E's letter on 10.vi.1643) (posted on D2L)

**Paper Returned**

### **III. Malebranche and Locke on Causation**

-Malebranche's Occasionalism:

**10/3:** Read Mal. 446-452 (posted on D2L)

-Locke on the idea of power:

**10/5:** Read E 7-17, 37-52

### **IV. Empiricism vs. Rationalism: Newton and Leibniz on explanation and scientific method**

**10/10:** Read Mat 45-52 (Bacon), Read 133-58 (Newton)

**10/12: First Paper Rewrite due; Midterm Exam Assigned;** Read Lz. 309-320 (posted on D2L)

### **V. Berkeley**

-Berkeley's Immaterialism:

**10/17:** Read E 151-163 (sections 1-33)

-The arguments of *Dialogues* I and II

**10/19: Midterm Exam Due;** read E 217-270

-The epistemological arguments

**10/24:** Study E 157-159 (sections 18-20)

-Berkeley's view of reality and science

**10/26:** Read E 185-195, 206-215 (sections 86-109, 135-56), 270-279; *recommended E 279-305*

## **VI. Hume**

-Hume's empiricism and the problem of induction:

**10/31:** Read E 316-48 (sections 2-6)

**11/2:** Read E 417-30 (section 12)

-The nature of causation:

**11/7:** Read E 349-64 (section 7)

**11/9:** Review E 349-64 (section 7)

## **VII. Kant**

-Kant's critical philosophy: the problem of synthetic *a priori* cognition

**11/14:** Read K 5-31 & *recommended, Hatfield's Introduction, ix f.*

**11/16:** Review K 5-31 & *recommended, Hatfield's Introduction, ix f.*

**11/21:** Review K 5-31 & *recommended, Hatfield's Introduction, ix f.*

**11/23: NO CLASS DUE TO THANKSGIVING RECESS**

-The possibility of pure mathematics and transcendental idealism:

**11/28:** Read K 32-45

**11/30:** Read K 156-160

- The possibility of a pure science of nature: causation and Kant's response to Hume's

**12/5: Final Exam Assigned Read K 46-78**

**Final Exam Due during Final Examination Period 12/8-12/14**