

RECEIVED

Course Information

Date Submitted: 10/27/2014

Current Prefix and Number: PHI - Philosophy , PHI 270 HIS PHI II:RENAISSANCE TO PRESENT ERA

Other Course:

Proposed Prefix and Number: PHI 270

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes

Inquiry - Humanities

APR 17 2015

OFFICE OF THE
SENATE COUNCIL**1. General Information**

a. Submitted by the College of: ARTS & SCIENCES

b. Department/Division: Philosophy

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Alan Perreiah

Email: pera@uky.edu

Phone: 257-7108

Responsible Faculty ID (if different from Contact)

Name: Brandon Look

Email: look@uky.edu

Phone: 257-3071

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: HISTORY OF PHILOSOPHY II: FROM THE RENAISSANCE TO THE PRESENT ERA

Proposed Title: HISTORY OF PHILOSOPHY II: FROM THE RENAISSANCE TO THE PRESENT ERA

c. Current Transcript Title: HIS PHI II:RENAISSANCE TO PRESENT ERA

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3 credit hrs

Proposed Meeting Patterns

LECTURE: 3 credit hrs

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: Western philosophy from early modern to recent times including systematic work in logic, metaphysics, epistemology and ethics by such philosophers as Occam, Descartes, Hume and Kant.

Proposed Course Description for Bulletin: Western philosophy from early modern to recent times including systematic work in logic, metaphysics, epistemology and ethics by such philosophers as Occam, Descartes, Hume and Kant.

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: The existing course is being modified to conform to UKCORE specifications.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|LOOK|Brandon C Look|PHI 270 CHANGE Dept Review|20141028

SIGNATURE|ACSI222|Anna C Harmon|PHI 270 CHANGE College Review|20141119

SIGNATURE|JALLISO|Jonathan M Allison|PHI 270 CHANGE UKCEC Expert Review|20150414

SIGNATURE|JMETT2|Joanie Ett-Mims|PHI 270 CHANGE UKCEC Review|20150417

SIGNATURE|JMETT2|Joanie Ett-Mims|PHI 270 CHANGE Undergrad Council Review|20150417

Ellis, Janie

From: Nikou, Roshan
Sent: Wednesday, May 13, 2015 9:22 AM
To: Brothers, Sheila C; Carvalho, Susan E; Ellis, Janie; Ett, Joanie M; Hippisley, Andrew R; Jackson, Brian A; Lindsay, Jim D.; Nikou, Roshan; Price, Cleo; Timoney, David M
Cc: Christ, Alice T
Subject: Transmittals

TO: Andrew Hippisley, Chair and Sheila Brothers, Coordinator
Senate Council

FROM: Brian Jackson, Chair and Roshan Nikou, Coordinator
Graduate Council

Graduate Council approved the following course proposal and is now forwarding it to the Senate Council to approve.

A-H 407 Art History Honors Thesis

Roshan Nikou
The Graduate School
The University of Kentucky
101 Gillis Building - 0033
Phone: (859) 257-1457
Fax: (859) 323-1928
Roshan.Nikou@uky.edu

Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate F

Attachments:

Browse...

Upload File

	ID	Attachment
Delete	3917	Breazeale Course Review PHI 270 (Oct 2014).docx
Delete	4888	270 Sample MWF syllabus (Oct 2014).doc

First 1 Last

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

Current Prefix and Number:		PHI - Philosophy PHI 270 HIS PHI II:RENAISSANCE TO PRESENT ERA	Proposed Prefix & Number: (example: PHY 401G) <input type="checkbox"/> Check if same as current	PHI 270
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exceptio 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the elimin or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input checked="" type="radio"/> Yes <input type="radio"/> No				
If YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input checked="" type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics				
1. General Information				
a. Submitted by the College of:		ARTS & SCIENCES		Submission Date: 10/27/2014
b. Department/Division:		Philosophy		
c.* Is there a change in "ownership" of the course?				
<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select...				
e.*				
* Contact Person Name:		Alan Perreiah	Email: pera@uky.edu	Phone: 257-7108
* Responsible Faculty ID (if different from Contact)		Brandon Look	Email: look@uky.edu	Phone: 257-3071
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval	OR	Specific Term: 2
2. Designation and Description of Proposed Course.				
a. Current Distance Learning(DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that the proposed chang not affect DL delivery.				
b. Full Title:		HISTORY OF PHILOSOPHY II: FROM THE RENAISSANCE TO THE PRESENT ERA	Proposed Title: *	HISTORY OF PHILOSOPHY II: FROM THE RENAISSANCE TO THE PRESENT ERA
c. Current Transcript Title (if full title is more than 40 characters):			HIS PHI II:RENAISSANCE TO PRESENT ERA	
c. Proposed Transcript Title (if full title is more than 40 characters):				
d. Current Cross-listing:			OR	

	<input checked="" type="checkbox"/> N/A	Currently ³ Cross-listed with (Prefix & Number):	none
Proposed – ADD ³ Cross-listing (Prefix & Number):			
Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):			
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern			
Current:	Lecture 3 credit hrs	Laboratory ⁵	Recitation
			Discussion
			Indep. Study
	Clinical	Colloquium	Practicum
			Research
			Residency
	Seminar	Studio	Other Please explain:
Proposed: *	Lecture 3 credit hrs	Laboratory ⁵	Recitation
			Discussion
			Indep. Study
	Clinical	Colloquium	Practicum
			Research
			Residency
	Seminar	Studio	Other Please explain:
f. Current Grading System:		ABC Letter Grade Scale	
Proposed Grading System:*		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale	
g. Current number of credit hours:	3	Proposed number of credit hours:*	3
h.* Currently, is this course repeatable for additional credit?			<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?			<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES:	Maximum number of credit hours:		
If YES:	Will this course allow multiple registrations during the same semester?		
i. Current Course Description for Bulletin:			
Western philosophy from early modern to recent times including systematic work in logic, metaphysics, epistemology and ethics by such philosophers as Occam, Descartes, Hume and Kant.			
* Proposed Course Description for Bulletin:			
Western philosophy from early modern to recent times including systematic work in logic, metaphysics, epistemology and ethics by such philosophers as Occam, Descartes, Hume and Kant.			
j. Current Prerequisites, if any:			
* Proposed Prerequisites, if any:			
k. Current Supplementary Teaching Component, if any:			<input type="radio"/> Community-Based Experience

	<input type="radio"/> Service Learning <input type="radio"/> Both	
<i>Proposed Supplementary Teaching Component:</i>	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change	
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
* <i>Proposed to be taught off campus?</i>	<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES, enter the off campus address:		
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input checked="" type="radio"/> Yes <input type="radio"/> No	
If YES, explain and offer brief rationale:		
The existing course is being modified to conform to UKCORE specifications.		
5. Course Relationship to Program(s).		
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES, identify the depts. and/or pgms:		
b.* Will modifying this course result in a new requirement ² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES ² , list the program(s) here:		
6. Information to be Placed on Syllabus.		
a.	<input type="checkbox"/>	Check box if <u>changed to</u> 400G or 500. <i>If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishir different grading criteria in the course for graduate students. (See SR 3.1.4.)</i>

¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be appropriate academic Council for normal processing and contact person is informed.

²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting gene least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

⁶You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷In order to change a program, a program change form must also be submitted.

**Course Review Form
Intellectual Inquiry in the Humanities**

Reviewer Recommendation

Accept Revisions Needed

Course: PHI 270

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:

Student Learning Outcomes:

After completing this course, the student will be able to:

- 1) Describe the philosophical positions and conclusions of some of the major philosophers in the modern European tradition.
- 2) Analyze the arguments and evidence employed by each of these philosophers to reach these conclusions.
- 3) Evaluate the cogency of these same arguments

Brief Description:

It is not sufficient for students know, e.g., that Spinoza is a "substance monist: (i.e., that he contends that there one and only one substance, with infinite attributes, including thought and extension, expressed through an infinite number of finite modes or individual things and ideas); it is even more important that that understand and be able to explain how and why he arrived at this position. In order to do this they will have to be able to consider various ways of interpreting his claims and arguments and defend their own. These alternate interpretations will be offered by the instructor in the course of his lectures.

Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:

The specific object of this course is to survey some of the major developments in the history of western philosophy from the end of the Renaissance until the beginning of the nineteenth century, with an emphasis upon questions concerning reality, knowledge, reality, the status of philosophy itself – i.e. What is truly real? How can know what is real? What is the nature of this kind of inquiry into knowledge and reality? What kind of "evidence" counts in philosophy? We will explore these issues by means of extensive readings from primary sources (in English translation), including excerpts from the writings of Montaigne, Bacon, Descartes, Locke, Spinoza, Berkeley, Leibniz, Hume, and Kant.

Brief Description:

Modern philosophy is often treated as having two separate strands -- "continental" rationalism (Descartes, Spinoza, Leibniz) and "British" empiricism (Locke, Berkely, Hume) -- which are then synthesized in Kant's transcendental idealism. Students in the class will learn how to identify and distinguish these various schools of thought, as well as how to challenge the lazy classification that they sometimes represent.

Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore,

film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

Example(s) from syllabus:

Student Learning Outcomes:

After completing this course, the student will be able to:

- 1) Describe the philosophical positions and conclusions of some of the major philosophers in the modern European tradition.
- 2) Analyze the arguments and evidence employed by each of these philosophers to reach these conclusions.
- 3) Evaluate the cogency of these same arguments.

Brief Description:

This is not a course in political, social, or cultural history. Though the instructor will do his best to provide students with some understanding of the context within which these philosophers wrote (the scientific revolution, the Protestant reformation, the wars of religion, etc.), the focus will always be upon the actual arguments offered by each thinker and the critical evaluation of the same.

Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations, and classroom discussions.

Example(s) from syllabus:

Please note that we will be covering a large amount of sometimes difficult material over the course of this semester and that we will be doing so at a rather rapid and constant rate. This is a CHALLENGING course, and it is therefore ESSENTIAL that each student keep up with the daily reading assignments, as indicated on the following syllabus and be prepared to take advantage of each class meeting

Brief Description:

The students in the class are expected to participate in class discussion of the assigned reading, but they really demonstrate their literacy when they take the three hour long essay format exams during the semester and the two hour final exam. Sample question: According to Spinoza and Leibniz, Who (or what) are YOU? Indicate the reasons each adduces for describing your reality in the way that he does, and then indicate a few of the main advantages and disadvantages of each of these ways of looking at your own identity.

An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

Example(s) from syllabus:

Student Learning Outcomes:

After completing this course, the student will be able to:

- 1) Describe the philosophical positions and conclusions of some of the major philosophers in the modern European tradition.
- 2) Analyze the arguments and evidence employed by each of these philosophers to reach these conclusions.
- 3) Evaluate the cogency of these same arguments.
- 3) Prepare a written document (essay exam) explaining these conclusion, arguments, and criticisms.

Grades will be based upon three, one-hour, in-class, essay format examinations during the course of the semester, plus a two-hour final examination

Brief Description:

These exams will challenge students to display their competence and demonstrate they have satisfied the learning objectives of this course Here is a sample final exam:

PHILOSOPHY 270

FINAL EXAMINATION

1-3 p.m Monday, May 2

Instructions: Answer ONE question from Part A and TWO from Part B. Be sure to answer each question as completely and in as much detail as you are able.

A.

1. What is the relationship, within Kant's philosophy, between "empirical realism" and "transcendental idealism"? Explain in detail the meaning of these phrases and outline Kant's argument on behalf of both transcendental idealism and empirical realism.

2. "How are synthetic judgments (or cognitions) a priori possible"? First, explain what Kant meant by "synthetic a priori" judgments. (Be sure to explain the difference between "synthetic" and "analytic" judgments, as well as that between "a priori" and "a posteriori" ones.) Why did Kant think that the question concerning the possibility of synthetic judgments a priori was such an important one? What is really at stake here? Then, summarize Kant's answer to the question concerning the possibility of such judgments or cognitions, being sure to discuss the different types of synthetic judgments (or cognitions) allegedly involved in mathematics, natural science, and metaphysics, and to explain how each type is -- or is not -- possible, and why.

B.

3. Provide a "Humean" analysis of the claim that "every event requires a cause" and then provide a "Kantian" analysis of the same, indicating, in both cases, how we can be said (if we can be said) to know (or to believe) this to be true. Do you think that Kant provides a workable alternative to Hume's "skeptical solution" to the problem of causal reasoning? If so, why? If not, why not?

4. What is "substance" according to five of the following: Descartes, Locke, Spinoza, Berkeley, Leibniz, and Kant? In discussing each philosopher, you should indicate (where appropriate) the various types of substance distinguished by the philosopher in question, as well as how he accounts, in general, for the origin of our idea of "substance."

5. Modern philosophy began as a response to the revival of ancient skepticism. Discuss in detail how the following philosophers attempted to respond to the challenge of skeptical arguments against the possibility of knowledge: Descartes, Locke, Berkeley, Hume, and Kant. Then evaluate each of these responses you have selected. What are the weaknesses and strengths of each.

6. What is the relationship between the "ideas" (or "perceptions" or "impressions" or "representations") of which we are conscious and the "things" or "objects" that appear to exist apart from our minds? In short, what is the relationship between (subjective) "consciousness" and (objective) "reality"? Compare and contrast the views of five of the following: Descartes, Locke, Spinoza, Leibniz, Berkeley, and Kant.

Information literacy component:

The students will be required to read nothing but original texts (in translation) throughout the semester.

PHILOSOPHY 270
HISTORY OF PHILOSOPHY II:
FROM THE RENAISSANCE TO THE PRESENT ERA

Instructor: Prof. Daniel Breazeale
Office Address: 1401 POT
Email: breazeal@uky.edu
Office Hours: M and F 1-2, W 3-4.

Course Description:

“An introductory study of the development of Western philosophy from early modern to recent times including systematic work in logic, metaphysics, epistemology and ethics by such philosophers as Occam, Descartes, Hume and Kant.”

Requisites:

None.

Student Learning Outcomes:

After completing this course, the student will be able to:

- 1) Describe the philosophical positions and conclusions of some of the major philosophers in the modern European tradition.
- 2) Analyze the arguments and evidence employed by each of these philosophers to reach these conclusions.
- 3) Evaluate the cogency of these same arguments.
- 3) Prepare a written document (essay exam) explaining these conclusion, arguments, and criticisms.

Course Goals or Objectives:

The specific object of this course is to survey some of the major developments in the history of western philosophy from the end of the Renaissance until the beginning of the nineteenth century, with an emphasis upon questions concerning reality, knowledge, reality, the status of philosophy itself – i.e. What is truly real? How can know what is real? What is the nature of this kind of inquiry into knowledge and reality? What kind of “evidence” counts in philosophy? We will explore these issues by means of extensive readings from primary sources (in English translation), including excerpts from the writings of Montaigne, Bacon, Descartes, Locke, Spinoza, Berkeley, Leibniz, Hume, and Kant.

Required Materials:

Textbook: *Modern Philosophy: An Anthology of Primary Sources*, ed. Roger Ariew and Eric Watkins, 2nd ed. (Hackett) Paperback \$44. 978-0872209787 [= A&W].

Description of Course Activities and Assignments:

Classes will consist primarily of lectures, though questions from students are strongly encouraged and there will be ample opportunity for class discussion.

Course Grading:

Grades will be based upon three, one-hour, in-class, essay format examinations during the course of the semester, plus a two-hour final examination. The latter will count for two-fifths of your semester grade and each of the former for one-fifth of the same.

Grading Scale:

A= 90-100. This level of work reflects not only a very good understanding of the material, but also a creative and critical response to the material in written and oral form.

B= 80-89. This level of work reflects a good understanding of the material but could use more work in the area of a critical and creative response to the material. For example; an accurate and complete regurgitation of the themes, ideas, and issues, discussed might be worth a B but not an A.

C= 70-79. This level of work shows potential and effort but does not quite measure up to the expectations of a 300 level course.

D= 60-69. At this level, the student has done all of the assignments and has shown that he or she has some understanding of the material. However, there is not much critical and creative engagement. At this level the student's work reflects minimal engagement.

E= 60 or below. This grade results when a student fails to turn in or do assignments, has cheated on an assignment, or has demonstrated through his or her writing and oral presentations that he or she has not comprehended the material for the course.

Except by explicit and prior arrangement, no grades of "incomplete" will be awarded in this class, nor will there be any opportunity for "extra credit" work in this class.

Final Exam Information:

The final exam will be administered, as stipulated, from 1 to 3 p.m. May 5.

Mid-term grade:

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar.

Course Policies.

Please note that we will be covering a large amount of sometimes difficult material over the course of this semester and that we will be doing so at a rather rapid and constant rate. This is a CHALLENGING course, and it is therefore ESSENTIAL that each student keep up with the daily reading assignments, as indicated on the following syllabus and be prepared to take advantage of each class meeting. Students unable or unwilling to meet this requirement should either drop this class now or be prepared to accept the consequences.

Attendance Policy:

Class attendance in this is voluntary, but students are responsible for knowing the material covered and discussed in class. It is impossible to do well (and difficult even to pass) this course without regular attendance. The primary texts we will be often very difficult, requiring explication and interpretation by your instructor.

Excused Absences (boilerplate):

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for

notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences (boilerplate)

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

According to Senate policy, students with excused absences have one week to contact the instructor regarding the make-up of missed graded work.

Academic Integrity (boilerplate):

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations Due to Disability:

Disability Accommodations:

It is my goal to make our learning environment as pleasant and functional as possible. Therefore, if you have a documented disability that requires accommodations please inform me as soon as possible. Please provide me with a Letter of Accommodation from the Disability Resource Center (room 2, Alumni Gym, 257-2754), e-mail address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Classroom Behavior Policies:

Please turn off your phones during class and do not, under any circumstances, consult them during class

SYLLABUS

- W 1/15 Introduction to the course and to the study of the history of modern philosophy. Setting the stage, part 1. the late medieval inheritance.
- F 1/17 Setting the stage, part 2: The rise of modern science: "knowledge is power." Excerpts from Francis Bacon, *The Great Instauration* [1620] and Galileo, *The Assayer* [1623] (A&W, pp. 16-24).
- M 1/20 No class meeting (MLK Holiday)
- W 1/22 Setting the stage, part 3: The revival of ancient skepticism. Excerpts from Montaigne, *Apology for Raimond Sebond* [1576, pub. in first ed. of *Essays*, 1598] (A&W, pp. 4-15).

RENÉ DESCARTES (1596-1650)

- F 1/24 *dubito!* Descartes, selections from *Discourse on Method* [1637] and *Meditations on First Philosophy* [1641], Dedication, Preface, Synopsis, *Meditation I*, plus excerpts from *Objections and Replies* (A&W, pp. 25-43 and 76, col. 1).
- M 1/27 "I think"... then what? Descartes *Meditations*, II and III, plus excerpts from *Objections and Replies* (A&W, pp. 43-54 and 72-79 and 86-92).
- W 1/29 Triangles, Error, and God. Descartes *Meditations*, IV and V, plus excerpts from *Objections and Replies*, A&W, pp. 54-61).
- F 1/31 Mind and body. Defending the project. Descartes *Meditations* VI, plus excerpts from *Objections and Replies* (A&W, pp. 61-68 and 92, col. 2).
- M 2/3 Review of Descartes (new new reading assignment.)

BARUCH SPINOZA (1631-77)

- W 2/5 Spinoza's Project. Spinoza, Letters to Oldenburg and Meyer [1661-65] and *Ethics* [1677], Pt. I (in A&W, pp. 137-164).
- F 2/7 "God or Nature." (No new reading assignment)
- M 2/10 The mind and knowledge. Spinoza, *Ethics*, Pt. II (in A&W, pp. 164-187).
- W 2/12 Degrees of knowledge. (No new reading assignment.)
- F 2/14 Freedom and Self-Control. Freedom. Spinoza, *Ethics*, Pt. V (in A&W, pp. 188-195).

M 2/17 Review of Descartes and Spinoza

W 2/19 First, in-class examination (Bring a "blue book" to class.)

JOHN LOCKE (1632-1714)

F 2/21 "Simple ideas" -- The Historical, Plain Method. Locke *Essay Concerning Human Understanding* [1688] (in MP, pp. 317-340)

M 2/24 Complex ideas and substance. Locke, *Essay* (in A&W, pp. 340-377).

W 2/26 Naming and knowing. Locke, *Essay* (in A&W, pp. 377-392).

F 2/28 No class meeting today.

M 3/3 The extent and limits of human knowledge, *Essay* (in A&W, pp. 392-421).

GOTTFRIED WILHELM LEIBNIZ (1646-1716)

W 3/5 "The best of all possible worlds." Leibniz, *Discourse on Metaphysics* [1686] (in A&W, pp. 224-247).

F 3/7 No new assignment, continue *Discourse on Metaphysics*.

M 3/10 Truth and reality: what there *must* be. Leibniz, Letters to Arnauld [1686-87], "Primary Truths" [1689], and "A New System of the Nature and Communication of Substances, and of the Union of the Soul and Body" [1695] (in A&W, pp. 248-274).

W 3/12 Worlds within worlds. Leibniz, *The Monadology* [1714] (in A&W, pp. 275-283).

F 3/14 Second, in-class examination. (Bring a "blue book" to class.)

M 3/17-F 3/21 Spring Break

GEORGE BERKELEY (1689-1753)

M 3/24 "To be is to be perceived." Berkeley, Excerpt from *A Treatise Concerning the Principles of Human Knowledge* [1710]. (in A&W, pp. 438-453).

W 3/26 "To be is to be perceived," take two. Berkeley, *Three Dialogues between Hylas and Philonous, in Opposition to Skeptics and Atheists* [1713], Pref. and First Dialogue (in A&W, pp. 454-474).

F 3/28 On God. Berkeley, *Second Dialogue and Treatise* Par. 24-33 (A&W, pp. 475-484 and 452-453).

M 3/31 Reality, revisited. Berkeley, *Dialogues*, Third Dialogue (in A&W, pp. 484-497 col. 1).

DAVID HUME (1711-76)

W 4/2 "Experience," reconsidered. Hume, *An Enquiry Concerning Human Understanding* [1748], Sects. i-iv (in A&W, pp. 533-548).

F 4/4 A "skeptical solution" to skeptical doubts. Hume, *Enquiry*, Sects. v-vii (in A&W, pp. 549-564).

M 4/7 Some test cases: Free will, Animal Intelligence, Miracles, and God. Hume, *Enquiry*, sects. viii-xi (in A&W, pp. 564-593).

W 4/9 The "Academical Philosophy." Hume, *Enquiry*, Sect. xii (in A&W, pp. 593-600).

F 4/11 Third in-class examination. (Bring a "blue book" to class.)

IMMANUEL KANT (1724-1804)

M 4/14 Overview of the Kantian project. Kant, Preface and Preamble to the *Prolegomena to any Future Metaphysics* (in A&W, pp. 661-672).

W 4/16 "The Copernican turn" and the transcendental project." Kant, Prefaces and Introductions to the *Critique of Pure Reason* (1781; 2nd ed. 1787) (in A&W, pp. 717-730).

F 4/18 "Transcendental Aesthetic": Space and Time. Kant, *Critique* (in A&W, pp. 730-737), and "How is pure mathematics possible?" Kant, *Prolegomena* (in A&W, pp. 672-679).

M 4/21 Introduction to the Transcendental Analytic, and Guide for the Discovery of the Pure Concepts of the Understanding ["metaphysical deduction"]. Kant, *Critique* (in A&W, pp. 737-42).

W 4/23 "Transcendental Deduction of the Pure Concepts of the Understanding." Kant, *Critique* (in A&W, pp.742-756).

F 4/25 "Schematism of the Pure Concepts of the Understanding," "Axioms of Intuition," and "Anticipations of Perception." Kant, *Critique* (in A&W, pp. 756-767).

M 4/28 "Analogies of Experience" and "Refutation of Idealism": Against Hume. Kant, *Critique* (in A&W, pp. 768-783).

W 4/30 "How is metaphysics [a.k.a. *philosophy*] possible?" Kant, *Prolegomena* (in A&W, pp. 695-716).

F 5/2 From Kant to ? How Kant is the "father" of much 19th and 20th century philosophy.

M 5/5 1-3 p.m. FINAL EXAMINATION (Bring a "blue book" or two to the final.)