

Philosophy 555

240 Sparks Building

Early Modern Philosophy

T 6:00-9:00 p.m.

Spring Semester 2013

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Professor Grosholz is a member of the editorial board of *Studia Leibnitiana*; she has just finished guest-editing a special issue of *Studia Leibnitiana* on Leibniz's treatment of time, both historical and cosmological, which includes essays by Jean-Pascal Anfray (Ecole normale supérieure), Michael Futch (University of Tulsa), Ursula Goldenbaum (Emory University), Samuel Levey (Dartmouth), and Elhanan Yakira (Hebrew University) and her Introduction. It should appear this spring. She is also a member of the board of directors and the editorial board of the *Journal of the History of Ideas*, and author of three books on Descartes and Leibniz. During the semester (late March or early April), our seminar will be visited by Professor Yakira and Professor Goldenbaum; we will read some of their work on Hobbes, Spinoza and Leibniz before they arrive. On April 16-17, Professor Grosholz has organized a workshop on time and cosmology, where Elie During (University of Paris Nanterre – Paris 10), David Sloan (Cambridge), William Nelson (University of Nijmegen), Bryan Roberts (University of Southern California), Alexis de Saint Ours (SPHERE) and Tom Pashby (University of Pittsburgh) will be presenting.

Overview of the Course:

As the seventeenth century teaches us, method is very important! So as we investigate the notion of philosophical reason that arises in the early seventeenth century and trace it into the mid-eighteenth century, we will also spend time reflecting on the methods our philosophers use to approach reason and the methods we use to think about them. Philosophy interacts strongly with both mathematics and science: how can we understand that interaction in a non-reductive way? While philosophers admire and imitate mathematics and science, they also assert the autonomy of philosophy, and aim both to criticize and to transcend the other disciplines. This is in part because they believe that reason has moral and political uses, and that a well-developed account of philosophical reason must account for the human as well as the natural world. The conditions of intelligibility of nature are different from, though informative of, the conditions of intelligibility of human political formations. Meanwhile, we need to think about the relation between the history of philosophy, the history of mathematics, and the history of science (and the history of governments), and keep in mind that our philosophical interest in these matters is not merely historical, but driven by the conditions in which we find ourselves, as philosophers, citizens and human beings, here at the turn of the millennium.

Texts:René Descartes, *Philosophical Essays and Correspondence*. Ed. and tr. inter alia Roger Ariew. (Hackett)John Locke, *An Essay Concerning Human Understanding*. Ed. Kenneth Winkler. (Hackett)Benedict de Spinoza, *Ethics*. Ed. and tr. Edwin Curley. (Penguin)G. W. Leibniz, *Philosophical Essays*. Ed. and tr. Roger Ariew and Daniel Garber. (Hackett)David Hume, *An Enquiry Concerning Human Understanding*. Ed. Eric Steinberg. (Hackett)John Locke, *Political Writings*. Ed. David Wootton. (Hackett)G. W. Leibniz, *Political Writings*. Ed. Patrick Riley. (Cambridge UP)David Hume, *Political Writings*. Ed. Stuart Warner and Donald Livingston. (Hackett)**Policies:**

Non-Discrimination Statement: The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. The Pennsylvania State University prohibits discrimination and harassment against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. Discrimination or harassment against faculty, staff or students will not be tolerated at The Pennsylvania State University. Direct all inquiries

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Academic Integrity: Definition and expectations: Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at the Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others. We aim to protect the rights and maintain the trust of honest students and support appropriate behavior; faculty and administrators should regularly communicate high standards of integrity and reinforce them by taking reasonable steps to anticipate and deter acts of dishonesty in all assignments. At the beginning of each course, the instructor must provide students with a statement clarifying the application of University and College academic integrity policies to that course.

Class Attendance: A student should attend every class for which the course is scheduled, and should be held responsible for all work covered in the course.

Instruction Assessments and Evaluations: The instructor will distribute assessment questionnaires at the midpoint, and end of the semester, to monitor instruction apropos both students and instructor, since everyone in the classroom a responsibility for its success. End of semester course evaluations (SRTEs) will be filled out by students in the last week of the semester.

Course Schedule:

January	8	Introduction. Descartes, <i>Meditations</i> I and II.
	15	Descartes, <i>Meditations</i> , III-VI. Third Set of Objections and Replies (Hobbes); Fourth Set of Objections and Fourth Set of Replies (Arnauld). Elie During, "A History of Problems."
	22	Locke, <i>Essay Concerning Human Understanding</i> , Book I and Book II, to Ch. XXVI.
	29	Locke, <i>Essay Concerning Human Understanding</i> , Book II and Book III.
February	5	Locke, <i>Essay Concerning Human Understanding</i> , Book IV. Spinoza, <i>Ethics</i> , Book I
	12	Spinoza, <i>Ethics</i> , Books II and III.
	19	Spinoza, <i>Ethics</i> , IV and V.
	26	Selections from <i>New Essays</i> (Handout). Leibniz, <i>Philosophical Essays</i> . 4, 5, 6, 7, 8, 9, 11, 20.
Spring Break		
March	12	Leibniz, <i>Philosophical Essays</i> . 21, 24, 25, 26, 27, 28, 29. Professor Goldenbaum visits. Draft of paper topic and one paragraph development due.
	17	(Note class re-scheduled to prior Sunday.) Locke, <i>Political Writings</i> . The Second Treatise of Government.
	26	Leibniz, <i>Political Writings</i> , Part I and Part II. Three page development of paper topic due.
April	2	Hume, <i>Political Writings</i> . Part II and Part IV. Bibliography for final paper due.
	9	Professor Elhanan Yakira visits. Spinoza, writings on politics. (Handout).
	21	(Note class rescheduled to following Sunday.) Student presentations.
	23	Student presentations.

Final Exam Week: Final Papers due Wednesday April 31.