

THE UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF PHILOSOPHY
GRADUATE COURSE OUTLINE 2016-17

Philoso 9029A: From Natural Law to Moral Sense: Moral Philosophy 1550-1750

Fall Term 2017
M 11:30-2:30
StvH 1145

Benjamin Hill
StvH 3142,
Mon 9:30-10:30
Tues 12:00-12:30
Tues 2:30-3:00
by appointment
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Description

This is a graduate level survey course. We will look at contemporary approaches to and treatments of the history of moral philosophy prior to Hume and Kant as well as the primary literature under study. We are focusing on two traditions, the natural law tradition and the moral sense tradition. Figures to be studied include: Francisco Suárez, Hugo Grotius, Thomas Hobbes, Ralph Cudworth, Samuel Clarke, John Balguy, John Locke, Catherine Trotter Cockburn, Ashley Cooper Shaftesbury, Bernard Mandeville, Francis Hutcheson, and Joseph Butler. Topics to be considered include: Moral Obligation, Source(s) of Normative, Reason and Rational Nature, Moral Motivation, and Human Freedom. Careful attention will be paid to what happened to the voluntarist-intellectualist debate and how it (and its evolution) gave rise to epistemic, anthropological, and metaphysical moves that trended toward the eventual evolution of a jural (or at least quasi-jural) conception of morality. The extent to which this conventional understand has been or can be question will also be considered.

Limitations on time dictate cutting the course off before Hume, that and the possibility of independently encountering the ample scholarly research dedicated to Hume's ethics suggests that we can somewhat safely cut off the course with Butler. Eudiamonia, virtue theory, and casuistry during the 16th-18th centuries will not be explored either because, frankly, those topics have been underplayed by historians of philosophy; some recent work has begun reflecting on what happened to those ideas and traditions during this period, but not enough to include in a survey course.

Learning Outcomes:

During this seminar, students will:

- 1) Develop an understanding and appreciation of the role the history of philosophy plays (or should play) in contemporary philosophical development;
- 2) Develop an understanding of the nature of research, especially contextualist research, in the history of early modern European philosophy;
- 3) Develop the capacity to plan and engage in research in the history of early modern European philosophy;

- 4) Develop an understanding of dynamics of the variety of philosophical thinking about morality in late sixteenth-, seventeenth-, and early eighteenth-century Europe;
- 5) Develop an understanding of the philosophical intersections between the natural law, virtues, and rightness in early modern European thinkers;
- 6) Develop an understanding of and appreciation for the philosophical arguments used to defend various positions regarding the nature of value by European philosophers in the early modern period;
- 7) Develop an understanding of and appreciation for the unique form(s) of the natural law and goodness in early modern European philosophy and their conceptual strengths and weaknesses;
- 8) Develop an understanding of and appreciation for the significance that non-canonical texts, themes, areas, and figures play in the evolution of early modern European moral philosophy;
- 9) Develop an understanding of and appreciation for the important and significant ways that investigation of and research into the non-canonical directly impacts our understandings and interpretations of canonical figures, areas, texts, and themes.
- 10) Develop the capacity and confidence to orally present their original research in the history of early modern European philosophy.

Recommended Texts:

You can purchase these texts direct from their publisher (my recommendation) or through sites like Amazon. They should be easy to find used too. My recommendation is to purchase new from the publisher because both are extremely cheap and worth having in your own philosophical libraries. You might be able to find e-texts of these (e.g., look for the 2015 Suarez via Project Muse or the 1944 Suarez via heinonline).

- Suárez, Francisco. *Selections from Three Works*. Edited by Thomas Pink. Natural Law and Enlightenment Classics. Indianapolis: Liberty Fund, 2015. ISBN 978-0-86597-517-0 <https://www.libertyfund.org/books/selections-from-three-works> [\$14.50 USD for the paperback copy]
 - A reworking of a 1944 edition with the same title edited by James Scott. There are some alterations to the original texts and some emendations to the translation, but otherwise the texts are much the same. Pink's edition includes expanded notes and an updated bibliography.
- Raphael, D.D., ed. *Hobbes-Gay*, volume 1 of *British Moralists 1650-1800*. Indianapolis: Hackett, 1991. ISBN 0-87220-116-3 <https://www.hackettpublishing.com/british-moralists-1650-1800-vol-i> [\$18.00 USD for vol 1; \$32.00 USD for the 2 volume set, Hobbes through Bentham]
 - A standard anthology originally published in 1969. It was a reworking of an anthology originally published in 1897 by Selby-Bigge.

Requirements and Assessments:

Attendance Extra Credit (up to 02%): Students will receive an extra 02% added to their course average for a perfect record of attendance (based on class hours). For attendance less than perfect but greater than 80%, extra credit will be pro-rated according to class hours present.

Primary Literature Presentation, Assessment of Philosophical Reading (20%): Students are required to submit ONE (1) *critical analysis* of an assigned reading for distribution to the class

(12%) and orally present your analysis to the class within 30 minutes (08%). The written portion should be submitted by 18:00 the day before the class meeting covering that material. Sign-up and a more detailed guideline for the assignment is available via OWL.

Paper Projects, Assessments of Philosophical Writing (80%): There are two tracks for written assessment. Students opt for either Track A or Track B. Due before Oct 2 is a written declaration of which Track they chose to follow and be assessed for. More detailed guidelines for each of the Tracks and their subcomponents are available via OWL.

Track A: Conference Presentation Style Projects: Students are required to submit TWO (2) conference-style papers of 3000-4000 words, notes excluded, each (6000-8000 in total) plus for each paper (i) a 500-750 word abstract, (ii) an analysis of the work of secondary literature primarily engaged in each paper, and (iii) a one-page outline expressing each paper's argument and laying out its argument structure. Papers in this range typically have a reading time of 20-30 minutes.

This option is a good choice for students looking to develop their abilities to conceptualize, organize, and compose papers suitable for submission to generalist conferences with sessions on the history of philosophy, like the CPA or the APA, or to specialist seminars series, like the many regional seminars in the history of early modern philosophy. It is also a good choice for students looking to have a draft of a paper for submission to a future CFP. It is also a good choice for students who want to have the course wrapped up before end of semester break so that they can concentrate on other papers or projects during the break.

Paper 1 (40%):

- Due Oct 06 (23:59:59) — Submission of Abstract/Project Proposal (02%)
- Due Oct 20 (23:59:59) — Submission of Secondary Literature Analysis (04%)
- Due Oct 27 (23:59:59) — Submission of Argument Outline (04%)
- Due Nov 03 (23:59:59) — Submission of Final Draft (30%)

Paper 2 (40%):

- Due Nov 24 (23:59:59) — Submission of Abstract/Project Proposal (02%)
- Due Dec 01 (23:59:59) — Submission of Secondary Literature Analysis (04%)
- Due Dec 08 (23:59:59) — Submission of Argument Outline (04%)
- Due Dec 15 (23:59:59) — Submission of Final Draft (30%)

Track B: Journal Article Style Project: Students are required to submit ONE (1) journal article style paper of 8000-10000 words, notes included, plus (i) a 1000 word minimum paper prospectus, (ii) an annotated bibliography containing at least 10 works to be substantially engaged with annotations of a minimum of 75 words each (minimum of 750 words total), and (iii) a two-page outline expressing the papers argument and laying out its structure.

This option is a good choice for students preparing for longer projects with more original theses and for developing their skills to conceive, research, organize, and complete papers suitable for submission to specialist history of philosophy journals. It is also a good choice for students looking to draft a future submission to a scholarly journal. It is also a good choice for students looking to extend their engagement with the course material through the end of semester break.

Journal Paper (80%)

- Due Nov 17 (23:59:59) — Submission of Prospectus (04%)

Due Dec 01 (23:59:59) — Submission of Annotated Bibliography (08%)
Due Dec 18 (23:59:59) — Submission of Argument Outline (08%)
Due Jan 05 (23:59:59) — Submission of Final Draft (60%)

Statement on Academic Offences

“Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

“All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Schedule of Topics and Reading Assignments:

N.B., because of our assigned meeting day, we lose one week of class time to the Thanksgiving holiday. Please plan your projects and research accordingly.

N.B., pagination for Suarez comes from the 2015 edition. Grotius can be found on OWL as a pdf. Readings marked with [R] come from Raphael 1991.

- Sept 11 Course Introduction: Historiography, Essential Questions, and Background
The texts below are not assigned readings, but shape the current state of scholarship on moral philosophy during the period.
- Darwall, Stephen. *The Second-Person Standpoint: Morality, Respect, and Accountability*. Cambridge: Harvard University Press. 2006.
 - Irwin, Terence. *From Suarez to Rousseau*. Volume 2 of *The Development of Ethics*. Oxford: Oxford University Press. 2008.
 - Schneewind, J.B.. “No Discipline, No History: The Case of Moral Philosophy.” Chapter 6 of *Essays on the History of Moral Philosophy*. Oxford: Oxford University Press. 2010. Pp. 107-126.
 - Schneewind, J.B.. “Modern Moral Philosophy: From Beginning to End.” Chapter 5 of *Essays on the History of Moral Philosophy*. Oxford: Oxford University Press. 2010. Pp. 84-106.

Sept 18 Suarez, *De legibus*, Book I The Law in General [<86 pages]

1.1.1 and 4-8	pp. 17-18 and 20-24	1.7.9-10	pp. 109-111
1.2.4-10	pp. 28-35	1.9.1-20	pp. 116-137
1.3.1-12	pp. 37-47	1.12.3-5	pp. 140-142
1.5.1-25	pp. 64-82	1.18.1-3	pp. 142-146
1.6.1-2, 6-12, and 15-24	pp. 82-84, 86-93, and 95-102		

Sept 25 No Class: I am out of town.

Oct 2 Suarez, *De legibus*, Book II The Natural Law [<81 pages]

2.5.1-9 and 12-15	pp. 194-201 and 203-206	2.10.1-11 and 14	pp. 260-272 and 273-274
2.6.1-8, 11-17, and 20-24	pp. 206-215, 217-225, and 226-232	2.13.6	pp. 297-298
2.7.1-7 and 10-14	pp. 232-237 and 239-243	2.15.16-20, 22-23, and 25-30	pp. 340-344, 345-346, and 348-355
2.9.1-13	pp. 250-260		

Grotius, *De jure in belli et pacis*, Prolegomena, pp. 75-132.

- Oct 9 Happy Thanksgiving — No Class
- Oct 16 Hobbes, [R] pp. 1-76
- Oct 23 Rationalists: Cudworth, Clarke, and Bulguy, [R] pp. 105-134; pp. 191-225; and
pp. 389-408
- Oct 30 Locke, [R] pp. 137-166
Catherine Trotter Cockburn, TBD
- Nov 6 Shaftesbury, [R] pp. 169-188
- Nov 13 Mandeville, [R] pp. 229-236
- Nov 20 Hutcheson, [R] pp. 261-299
- Nov 27 Hutcheson, [R] pp.300-321
- Dec 4 Butler, [R] pp. 325-386

Expectations and Advice for Graduate Students

I encourage all graduate students to review SGPS's Graduate Supervision Handbook (http://grad.uwo.ca/faculty_staff/viceprovost/supervision.html) and the Teaching Support Centre's *Guide to Graduate Supervision* (http://www.uwo.ca/tsc/resources/pdf/PG_1_Supervision.pdf). Virtually all the advice and principles discussed there apply to graduate level course/seminars and graduate student-professor relationships more generally. I am happy to discuss and draw up a Letter of Understanding with any graduate student regarding this seminar. I believe strongly in the values of Open and Clear Communication, Availability, and Trust and Respect for graduate level courses and seminars and strive to bring those to my graduate level teaching. I am happy to meet with or communicate with you whenever you wish and aim to be as clear and forthright as possible.

- I expect all graduate students to be on time for and present at all classes and scheduled meetings (barring truly exceptional circumstances).
- I expect all graduate students to be properly prepared for classes and meetings. By being properly prepared, I mean be having completed all assignments and being ready to engage in a sustained, critical, and philosophical discussion of the topic, including all pre-assigned readings.
- I expect all graduate students to be actively engaged with the material and with seminar/class discussions.
- I expect all graduate students to meet pre-established deadlines. If it begins to look like a deadline will not be met, I expect to be informed at the earliest possible time and a discussion of a revised timeline for completion.

Graduate school is a busy, difficult, and stressful period in one's academic career. It is not uncommon for academic and non-academic pressures to generate anxieties or negatively impact one's studies and academic progression. There are lots of supports and help for students struggling. I strongly encourage students to seek out such supports as needed and I am happy to help and direct students to the appropriate resources as necessary. Please take care of yourselves, your self-esteem and well-being, and seek any support necessary at the earliest possible time.

- I advise that assigned material be read and reread carefully prior to class meetings and that students arrive at class meetings ready to actively engage with the material by asking questions, offering critical comments or reflections, noting connections and comparisons between texts, or philosophically analyzing and critiquing arguments and ideas (among others).
- I advise that students begin setting up a timeline for completion of their seminar projects or course requirements early and that they resist the temptation to "back load" drafting and writing. You should plan and take a break between terms and holiday seasons are (and ought to be) especially busy with personal and family commitments. Please allow yourself time and energy for those between terms.
- Having an occasional "off" day or day when you are feeling unengaged and unproductive is not uncommon or problematic. Don't worry about it, but learn what works best for getting yourself back on track. But if you find yourself regularly having such "off" days (e.g. once every two or three weeks) or find yourself in an unproductive funk for more than two days, you should seek out some help to get back on track. Please contact your

advisor, mentor, or a trusted source for advice and assistance. Feel free to talk with me about it, if you wish.

- I advise that you plan on devoting a bit of time pretty much every day to each of your courses or projects, even if you have specific days that you concentrate on one of them. A bit of reading and/or quiet reflection on a topic or text will soak in and repay your efforts in significant ways.

The Real Secrets for Success in Graduate School (and Academic Life Generally)

- Be attentive to your overall well-being and happiness and take the appropriate steps necessary to retain and develop it. I advise reviewing UC Berkeley's 2014 report on Graduate Student Well-Being and following the guidelines offered there (<http://www.ga.berkeley.edu/wellbeingreport>). Please take care of your selves and your well-being first and foremost.
- Cultivate and maintain effective time management skills. Part of what makes graduate school such a difficult pressure-cooker is that we are overloaded and overburdened with reading, writing, thinking, and projects. Managing our time and work efficiently is the only way to survive and succeed. There are lots of apps, tools, and techniques to help with cultivating, refining, and maintaining our time management skills. Find what works for you and make use of it. Ask around for what others recommend.

Other Resources

Stanford Philosophy has a page of helpful advice: (<https://philosophy.stanford.edu/degree-programs/graduate-degree/graduate-life/advice-succeeding-grad-school>).

You might take a look at the comments and suggestions for new graduate students via *Daily Nous* (<http://dailynous.com/2017/08/07/graduate-students-prepare-new-academic-year/>). I'd appreciate learning about other helpful resources you might know of; please feel free to share them with me.