

Philosophy 2202G: [Western] Early Modern Philosophy

Course Outline 2024–25

Dr. Benjamin Hill

Instructor: Dr. Benjamin Hill (he/him/his)

Voicemail: 519.661.2111 (x80143)

Student Hours:

- Tues, 13:30–14:30 Eastern
- Wed, 13:30–14:30 Eastern
- By appointment

Contact: bhill28@uwo.ca

Co-Instructor: Nicholas Michieli

Student Hours:

- Thurs, 14:30–15:30 Eastern
- By appointment

Contact: nmichiel@uwo.ca

Winter Term 2024

Lecture (001)

SSC 2036

- Tuesdays, 12:30–13:20 Eastern
- Thursdays, 12:30–14:20 Eastern

LAND ACKNOWLEDGEMENT

We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g., First Nations, Métis, and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research, and community service.

COURSE DESCRIPTION

Contemporary Western philosophy (both the Anglo-American and Continental streams) often traces its source to the texts and themes of Western early modern philosophy. It is common for René Descartes to be presented as "the father of modern philosophy" and for contemporary practitioners to label themselves or their positions as "Kantian," "Humean," or "Cartesian." It is also common for classes dedicated to contemporary Western treatments of philosophical topics to begin with selected readings from Western early modern texts. But philosophy in the early modern period (1550–1800 CE) was also its own endeavor, a unique set of philosophical thinkers working within various traditions and against various historical and cultural

COURSE GOAL

This course introduces students to the study of Western early modern philosophy. This includes introducing them to the unique methodology used by historians of early modern philosophy as well as providing guidance regarding good practices. Also introduced will be some of the key figures, texts, topics, and themes that dominated philosophical practice in Western Europe during the early modern period (1550–1800).



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backgrounds to wrestle with challenges and concerns both universal to the human condition as well as unique to their own times and periods. This course introduces students to several key figures, texts, topics, and themes that arose within the Western European philosophical tradition during the early modern era. It also introduces students to the unique intellectual activity of the history of philosophy and will develop their abilities to use, appreciate, and engage in research in the history of early modern philosophy. Students enrolled in the course can expect to study selected texts from René Descartes, Princess Elisabeth, Margaret Cavendish, Gottfried Leibniz, John Locke, George Berkeley, David Hume, Thomas Hobbes, Bernard Mandeville, Baruch Spinoza, Mary Astell, Marie-Jean-Antoine-Nicolas de Caritat Marquis de Condorcet, Olympe de Gouges, Ottobah Cugoana, and Mary Wollstonecraft. Students can also expect exercises and activities that will develop their abilities to interpret historical texts, defend their interpretations, and assess the interpretations of others.

This is a theoretical course in academic philosophy. This means that it is focused on knowledge development and learning outcomes involving understanding the readings and developing the skills necessary for philosophy as practiced by academics. Regular attendance, preparation, and full engagement with class discussions are essential to properly experiencing the course.

Prerequisites: None

Antirequisites: None

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course, and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

PREFERRED NAMES AND PRONOUNS

If you prefer to be called something other than the name on file with the Registrar, please let us know. Please also feel free to specify the pronoun(s) you wish to be referred to by. If anyone mispronounces your name or forgets your preferred name/pronoun, please correct them. We always greatly appreciate being corrected when we mispronounce or forget someone's preferred name/pronoun.



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COMMUNICATION PROTOCOLS

Email communications should contain the following subject line “PHILOSOP 2202G: [topic]”. If they do not contain the class code in the subject line, they will be ignored and deleted. We aim to respond to all email messages within 72 hours.

COURSE LEARNING OUTCOMES

See [Appendix 1](#) for the alignment of the course learning outcomes with the program and Western degree learning outcomes.

By the end of this course, successful students will be able to:

1. **Articulate** the major themes that animated philosophical discourse in the early modern period, primarily in Western Europe, in oral and written contexts.
2. **Restate** and **Explain** the primary theories and arguments examined in this course in oral and written contexts.
3. **Question** the theories and arguments presented by the figures and texts studied in oral and written contexts.
4. **Apply** knowledge about the intellectual contexts of the figures and texts studied to interpretations of those texts in oral and written contexts.
5. **Compare** and **Contrast** interpretations of the figures and texts studied in oral and written contexts.
6. **Collect** and **Arrange** premises and conclusion(s) from the texts studied into rigorous argument reconstructions in oral and written contexts.
7. **Construct** coherent and plausible contextualist defenses of their own interpretations and reconstructions in oral and written contexts.
8. **Evaluate** from a contextualist standpoint the coherence and plausibility of interpretations in oral and written contexts.

IClicker CLOUD Join Code: <https://join.iclicker.com/WVDH>

We will be using iClicker Cloud to track class attendance and to conduct weekly quizzes. iClicker Cloud is a centrally supported active learning tool. Information about the tool and Western’s support of it can be located at Western’s [eLearning Toolkit](#) and [Western ITS](#). See also the [iClicker website](#). The iClicker app integrates with Brightspace. This tool requires students to download an app to their laptop, smartphone, or tablet. Information about loading the app can be found at the iClicker website linked above and will be presented in class. For more information about how we will be using iClicker Cloud, see [Appendix 2](#).

PERUSALL

We will be using Perusall for our weekly homework assignments. Perusall is a social learning annotation app that measures students’ engagement with the course readings. Students collectively comment on the readings, respond to each others posts, and collaboratively learn the material. We will be using it to consolidate our understandings



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of the philosophical content of the readings after class lectures. Annotations are graded by Perusall's AI, which marks student engagement with the texts. Students will need to create an account on the app (<https://www.perusall.com/students>) and login to complete their annotations. The Perusall app integrates with Brightspace.

The Marshall and Sreedhar textbook is available for purchase within Perusall. It costs: \$63.99 USD for perpetual online access; \$38.39 USD for 365-day online access; \$32.00 USD for 180-day online access. I am currently working on a discount code for Perusall access when students purchase the pbk or e-text from The Bookstore at Western. I will update this information when I have more information from The Bookstore.

METHODS OF EVALUATION

All assignments are due at 23:59 Eastern on their specified due dates and must be submitted via Brightspace or Perusall. Assignments that have an automatic 48-hour grace period may be submitted as "late" but without any late penalty. To submit an assignment after the 48-hour grace period, when the Brightspace submission portal has closed, contact Dr. Hill and, if necessary, your Academic Dean, regarding an academic accommodation and alternative submission date. Assignments that are designated "Pass/Fail" will be scored as follows: Pass = 100; Fail (with submission) = 40; No Submission = 0.

The use of AI is not permitted for Assignments or Assessments in this course, including any Extra Credit Opportunities. If plagiarism or unauthorized AI use is suspected, the instructor will ask for research notes and/or drafts of assignments after the assignment has been submitted. Students must keep all notes and first drafts until the assignment is returned to them. Western's guidance on generative AI is available [here](#).

Attendance (10%)

iClicker Quizzes (10%)

Perusall Annotations (20%)

Midterm Examination (25%)

Final Examination (35%)

Attendance (10%) [Formative Assessment] [Learning Outcomes: 1, 2, 3, 4, 5, 6, 7, 8]

Students who are physically present and checked-in via iClicker will receive 1 point for each class attended. (Points may be prorated for students arriving late or leaving early.) Students wishing to be excused for an absence must email the instructors before the beginning of class explaining their absence and requesting to be excused for it. *Extra Credit Opportunity: Students with perfect attendance (excused absences included) throughout the term will receive 3 extra credit points added to their attendance grade.*



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iClicker Quizzes (10%) [Formative Assessment] [Learning Outcomes: 2, 4, 5]

Every Tuesday for the first 10 minutes of class five multiple choice questions covering the previous week's material will be presented in iClicker. Students will have 01:45 to submit their answers to each question. Each question will be worth 2 points. The lowest two grades will be dropped from the calculation of the student's average. These questions are not eligible for the 48-hour grace period. These questions will not be repeated or rebroadcast for students arriving late to class. These questions are not eligible for academic consideration for students absent from class. Students must be physically present and ready at the start of class for these points. Students who are physically present but are having trouble logging into iClicker may write their answers on a piece of paper and submit them for manual marking.

Perusall Annotations (20%) [Summative Assessment] [Learning Outcomes: 6, 7, 8]

Weekly, students must post philosophically engaging annotations to the text(s) posted to Perusall. To receive a Passing mark, student must post at least five (5) annotations, minimum 100-words each, either beginning a thread or responding on a thread. Students posting less than five (5) annotations or annotations that the Perusall AI flags as insufficient will receive a Fail (with submission). Instructors will be reviewing the postings too and may disqualify posts that the Perusall AI did not flag. Graded Pass/Fail; Eligible for the 48-hour automatic grace period.

Midterm Examination (25%) [Summative Assessment] [Learning Outcomes: 1, 2, 4, 5, 6, 7, 8]

Students are required to write a timed (90 min) midterm examination. The examination will be administered in-person on **Monday, 24 Feb at 18:00 Eastern**, location TBD. It will consist of 3-5 long answer, "essay" prompts. It will be closed book/notes and electronic devices will not be permitted. Students requiring examination accommodations should arrange with Accommodated Exams to schedule the writing of their exam. Exams will be marked numerically with limited qualitative feedback. Grading will be based on the completeness, relevancy, accuracy, clarity, and philosophical sophistication of the student's responses to the prompts. The make-up examination period is scheduled for **Thursday 27 Feb at 18:00 Eastern**, location TBD.

Final Examination (35%) [Summative Assessment] [Learning Outcomes: 1, 2, 4, 5, 6, 7, 8]

Students are required to write a cumulative, 3-hour final examination. The examination will be administered in-person during the examination period at the date and location assigned by the University Registrar. It will consist of 7-8 long answer, "essay" prompts. It will be closed book/notes and electronic devices will not be permitted. Students requiring examination accommodations should arrange with Accommodated Exams to schedule the writing of their exam. Exams will be marked numerically with no qualitative

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feedback. Grading will be based on the completeness, relevancy, accuracy, clarity, and philosophical sophistication of the student's responses to the prompts.

Statement on Extra Credit

Extra credit marks can be calculated in two ways. (A) The extra credit mark may increase a student's grade for that component above 100%. This magnifies the component's weight in the final course calculation. (B) The extra credit mark may not be allowed to increase a student's grade for that component above 100%. This keeps the relative weight of the components within the final course grade calculation consistent for all students. In this course, any extra credit marks (if they are available) will be handled in the following ways:

- Attendance, (A)
- iClicker Quizzes, (B)
- Perusall, (B)
- Mid-term Examination, (A)
- Final Examination, (A)

Essay Course Word Count

As a course that satisfies the senior-level essay course requirement, students enrolled in this course should expect to submit a minimum of 2500 words of written work.

Department Target Average Policy

The Philosophy Department has a policy requiring a 74 average for each 2nd-year course. The grades I assign will be in the Brightspace Gradebook. Should there be any discrepancy between the grade I recorded for you in Brightspace and your "official" grade reported by the Registrar, you should contact the Philosophy Department Undergraduate Chair for clarification and explanation. Western's current policies and procedures for undergraduate student academic appeals can be found [here](#).

POLICY ON ACADEMIC CONSIDERATION

The course outline **must** direct the student to the **Policy on Academic Consideration** – Undergraduate Students in First Entry Programs. https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

REQUIRED TEXTS

Gwendolyn Marshall and Susanne Sreedhar, eds., *A New Modern Philosophy: The Inclusive Anthology of Primary Sources*, 2nd ed. (New York: Routledge, 2024), ISBN 9781032523835. Available at The Bookstore at Western. \$95.00 e-book; \$96.85 ppk.

David Cunning, ed., Margaret Cavendish: Essential Writings (Oxford: Oxford University Press, 2019). ISBN 9780190946876. Available via Course Readings.



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See [Appendix 3](#) for a list of readings from the textbooks.

OWL BRIGHTSPACE

Students are responsible for checking the course OWL Brightspace site (<https://westernu.brightspace.com/d2l/login>) on a regular basis for news and updates. This is the primary method by which information will be disseminated to all students in the class.

All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/d2l/login>.

PROFESSIONALISM

Education is a professional activity, and campus is a professional environment. Everyone is expected to comport themselves in a manner appropriate for and conducive to such an environment. All academic activities, interactions, and conversations should be conducted in a respectful, inclusive, and professional manner. **Judgmental, belittling, shaming, rude, ridiculing, bullying, and all other such behavior, comments, and attitudes are inappropriate and will not be tolerated.** We require that all discussions be respectful and kind even when that discussion is critical, defensive, emotional, and contradictory.

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DEPARTMENT OF PHILOSOPHY POLICIES

The **Department of Philosophy Policies** which govern the conduct, standards, and expectations for student participation in Philosophy courses are available in the Undergraduate section of the Department of Philosophy website [here](#). It is your responsibility to understand the policies set out by the Senate and the Department of Philosophy, and thus ignorance of these policies cannot be used as grounds for appeal.

AUDIT

Students wishing to audit the course should consult with the instructor prior to or during the first week of classes.

ELECTRONIC DEVICES

The use of electronic devices of any kind is permitted in the course except during examinations.

STATEMENT ON THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI)



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3140 Stevenson Hall
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London, ON N6A 5B8
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If plagiarism or unauthorized AI use is suspected, the instructor will ask for research notes and/or drafts of assignments after the assignment has been submitted. Students must keep all notes and first drafts until the assignment is returned to them.

In this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploration; however, students are expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. **ASSIGNMENTS should reflect the students' own thoughts and independent written work.** By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry and allows them to produce original written contributions.

ACCOMMODATION

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department. Documentation shall be submitted, as soon as possible, to the Office of the Dean of the student's Faculty of registration, together with a request for relief specifying the nature of the accommodation being requested. The Western Policy on Accommodation for Medical Illness and further information regarding this policy can be found [here](#).

The Student Medical Certificate is available [here](#).

ACADEMIC CONSIDERATION

Students may request academic consideration in cases of extenuating circumstances – that is, personal circumstances beyond the student's control that have a substantial but temporary impact on the student's ability to meet essential academic requirements.

1. Requests for academic consideration are made to the Academic Advising office of Faculty in which the student is registered.
2. Requests for academic consideration include the following components:
 - a. Self-attestation signed by the student;
 - b. Indication of the course(s) and assessment(s) relevant to the request;

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c. Supporting documentation as relevant

Requests without supporting documentation are limited to one per term per course.

Documentation for medical illness, when required, includes the completion of a [Western Student Medical Certificate \(SMC\)](#) or, where that is not possible, equivalent documentation, by a health care practitioner. Requests linked to examinations scheduled by the Office of the Registrar during official examination periods as well as practice laboratory and performance tests typically scheduled in the last week of term always require formal supporting documentation.

Policy on Academic Consideration – Undergraduate Students in First Entry Programs

Religious Accommodation

Western's Policy on Accommodation for Religious Holidays can be found here: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_religious.pdf. In the case of mid-term tests, notification is to be given in writing to the instructor as early as possible, but not later than **one week** prior to the writing of the test. Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

Accessibility Accommodation

Students with disabilities are encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Accommodation_disabilities.pdf.

EVALUATION OF ACADEMIC PERFORMANCE

At least three days prior to the deadline for withdrawal from a course without academic penalty, students will receive an assessment of work accounting for at least 15% of their final grade. For 3000- or 4000-level courses in which such a graded assessment is impracticable, the instructor(s) must obtain an exemption from this policy from the Dean and this exemption must be noted on the corresponding course syllabus. In rare instances and at the Dean's discretion, other courses could receive a similar exemption, which also must be noted in the course syllabus.

For Philosop 2202G the following grades, which are worth more than 15% of your final



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grade, will be available prior to 31 March 2025:

- Attendance (partial)
- iClicker Quizzers (partial)
- Perusall Annotations (partial)
- Midterm Examination

FINAL COURSE SUBMISSION DATE

The last day of scheduled classes in any course will be the last day on which course assignments will be accepted for credit in a course (04 April 2025) Instructors will be required to return assignments to students as promptly as possible with reasonable explanations of the instructor's assessment of the assignment.

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, [here](#).

PLAGIARISM CHECKING

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](#).

SUPPORT SERVICES

[Registrarial Services](#)

[Student Support Services](#)

[Services provided by the USC](#)

[Student Development Centre](#)

Brightspace:

All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/>. If students need assistance with OWL Brightspace, they can seek support on the [OWL Brightspace Help](#) page. Alternatively, they can contact the [Western Technology Services Helpdesk](#) online or by phone at 519-661-3800 or ext. 83800 for technical support. Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled."

Academic Counselling



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Your Home Faculty's Academic Counselling or Academic Advising Office will support or refer you whenever you have an issue that is affecting your studies, including information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic-related matters. Do not hesitate to reach out to them if you are struggling and unsure where to go for help. Contact info for all Faculties is here: https://registrar.uwo.ca/faculty_academic_counselling.html

Mental Health Support

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

Gender-based and sexual violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Accessible Education

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. You may also wish to contact Accessible Education at http://academicsupport.uwo.ca/accessible_education/index.html if you have any questions regarding accommodations.

Learning Development and Success

Counsellors at the Learning Development and Success Centre <https://learning.uwo.ca>) are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

Digital Student Experience

Western University is committed to a thriving campus as we deliver our courses in the mixed model of both virtual and face-to-face formats. We encourage you to check out the Digital Student Experience website to manage your academics and well-being: <https://www.uwo.ca/se/digital/>.



January 6, 2025

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USC

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.

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Appendix 1 (Alignment of Learning Outcomes)

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Course Learning Outcomes	Aligned Philosophy Program Learning Outcomes	Aligned <u>Western</u> <u>Degree</u> <u>Learning</u> <u>Outcomes</u>
Articulate the major themes that animated philosophical discourse in the early modern period primarily in Western Europe in oral and written contexts.	HSp 1, 2, 3, 4, 5, 6 MajP 1, 2, 3, 4	1, 2, 3
Restate and Explain the primary theories and arguments examined in this course in oral and written contexts.	HSp 1, 2, 3, 4, 5, 6 MajP 1, 2, 3, 4	1, 2, 3
Question the theories and arguments presented by the figures and texts studied in oral and written contexts.	HSp 2, 4, 5, 6 MajP 2, 4	6, 7
Apply knowledge about the intellectual contexts of the figures and texts studied to interpretations of those texts in oral and written contexts.	HSp 2, 4 MajP 2, 4	3, 5, 6
Compare and Contrast interpretations of the figures and texts studied in oral and written contexts.	HSp 2, 4 MajP 2, 4	1, 3, 5, 6
Collect and Arrange premises and conclusion(s) from the texts studied into rigorous argument reconstructions in oral and written contexts.	HSp 2, 4, 7 MajP 2, 4, 6	3, 6
Construct coherent and plausible contextualist defenses of their own interpretations and reconstructions in oral and written contexts.	HSp 4, 7, 8, 10 MajP 4, 6, 7, 8	4, 6
Evaluate from a contextualist standpoint the coherence and plausibility of interpretations in oral and written contexts.	HSp 7, 8, 10 MajP 6, 7, 8	4, 6, 7



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Appendix 2 (iClicker Cloud)

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I will be using iClicker to track your attendance and conduct weekly quizzes on the course content.

You are required to participate with the iClicker student app on a smartphone, tablet, or laptop. It is your responsibility to follow the steps below to properly get added to my iClicker course in a timely fashion. It is also your responsibility to regularly check your iClicker records for any discrepancies and bring them to my attention.

- I have turned on a GPS location requirement for iClicker in our class. If you are not physically in class when you try to join with iClicker, you will not be counted as present and will not be able to respond to my polling/quizzing questions.
 - You will need to allow the device you are using to reveal your location in order to successfully check in.
 - If you have any issues with your device's location settings, refer to the [Attendance Geolocation Troubleshooting Guide](#).
- When it's time for class, make sure you have selected my course from the main screen of iClicker.
 - Select the **Join** button that appears on your screen.

Keep track of your attendance, review your work, and study after class in iClicker.

- You can review your attendance record in iClicker, making it easy for you to manage your course attendance.
- You can review your weekly quiz grade and the quiz material in iClicker, making it easy for you to manage your weekly quizzes.

Academic Integrity Information

iClicker activities fall under the provisions of our campus academic honesty policy. Students must not engage in academic dishonesty while participating in iClicker activities. This includes but is not limited to:

- Checking in while not physically in class
- Having another student check you into class
- Answering quiz questions while not physically in class
- Looking at other students' devices while answering live questions
- Using more than one iClicker remote or account at a time

Any student found to be in violation of these rules will lose their iClicker points for the entire term and may be reported to the Academic Dean.

Need help with iClicker?

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Appendix 2 (iClicker Cloud)

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- If you are having trouble with your iClicker access code, check out this [guide to access code errors](#).
- If you are having issues connecting to the iClicker student app, check out these [iClicker connectivity tips](#).
- If you are having issues seeing your iClicker points, check out this [troubleshooting guide](#).
- Find answers to other questions and contact the iClicker Tech Support Team by visiting <http://iclicker.com/support> at any time.



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Appendix 3 (Textbooks Readings List)

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[M&S] Gwendolyn Marshall and Susanne Sreedhar, eds., *A New Modern Philosophy: The Inclusive Anthology of Primary Sources*, 2nd ed. (New York: Routledge, 2024).

[C] David Cunniff, ed., *Margaret Cavendish: Essential Writings* (Oxford: Oxford University Press, 2019).

Jan 07 [M&S] the Editor's introduction to Descartes, 22–24.

[M&S] Descartes's *Meditations*, 32–34.

[M&S] Descartes's *Meditations*, 34–39.

Jan 09 [M&S] Descartes's *Meditations*, 47–48.

[M&S] Descartes's *Meditations*, 55–63.

Jan 14 [M&S] Elisabeth's *Correspondence*, 64–68.

Jan 16 [M&S] the Editor's introduction to Cavendish, 127.

[C] Cavendish's *Philosophical Letters*, 71–72.

[C] Cavendish's *Grounds*, 131–36.

Jan 21 [M&S] the Editor's introduction to Leibniz, 255–56.

[M&S] Leibniz's *New System*, 271–77.

Jan 23 [M&S] Leibniz's *Monadology*, 283–92.

Jan 28 [M&S] the Editor's introduction to Locke, 306.

[M&S] Locke's *Essay*, 312–26.

Jan 30 [M&S] Locke's *Essay*, 329–35.

[M&S] Locke's *Essay*, 350–55.

Feb 04 [M&S] the Editor's introduction to Berkeley, 457.

[M&S] Berkeley's *Dialogues*, 457–71.

Feb 06 [M&S] Berkeley's *Dialogues*, 471–80.

[M&S] Berkeley's *Dialogues*, 480–91.

Feb 11 [M&S] the Editor's introduction to Hume, 516.

[M&S] Hume's *EHU*, 519–28.

Feb 13 [M&S] Hume's *EHU*, 528–35.

[M&S] Hume's *EHU*, 535–43.

[M&S] Hume's *EHU*, 544–53.



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- Feb 25 [M&S] the Editor's introduction to Hobbes, 84–85.
 [M&S] Hobbes's *Leviathan*, 105–15.
- Feb 27 [M&S] the Editor's introduction to Mandeville, 442.
 [M&S] Mandeville's *Grumbling Hive*, 442–51.
 [M&S] Mandeville's *Enquiry*, 451–56.
- Mar 04 [M&S] the Editor's introduction to Hume, 516.
 [M&S] Hume's *EPM*, 565–70.
 [M&S] Hume's *EPM*, 583–92.
- Mar 06 [M&S] Hume's *EPM*, 570–83.
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- Mar 11 [M&S] the Editor's introduction to Spinoza, 151–52.
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- Mar 13 [M&S] Spinoza's *TTP*, 157–66.
- Mar 18 [M&S] the Editor's introduction to Locke, 306
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- Mar 20 [M&S] Locke's Second Treatise, 362–67.
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- Mar 25 [M&S] the Editor's introduction to Cugoano, 760.
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