Early Modern Philosophy Course Descriptor

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Course Title	Early Modern Philosophy	Faculty	Philosophy
Course Code	NCHPH744	Course Leader	Dr Christoph Schuringa
Credit Points	20	Teaching Period	Any
FHEQ Level	Level 7	Date Approved	June 2020
Compulsory/ Optional	Optional		
Pre-requisites	None		
Co-requisites	None		

COURSE SUMMARY

This course introduces students to developments in European philosophy in the 17th and 18th centuries. It examines these developments in relation to the rise of the modern natural sciences and their wider context, and considers a variety of approaches to this period informed by the latest scholarly research. The course achieves this through careful study and interrogation of a range of primary texts, supported by secondary material.

COURSE AIMS

The aim of this course is to:

- Develop students' skills in the interpretation, analysis, and evaluation of historic philosophical texts.

- Promote students' ability to categorize, elaborate, and compare, approaches to key philosophical questions taken by European philosophers in the 17th and 18th centuries.

- Enable students to form and defend their own estimates of the merits of early modern philosophical positions.

LEARNING OUTCOMES

On successful completion of the course, students will be able to:

KNOWLEDGE AND UNDERSTANDING

K1d Demonstrate wide-ranging knowledge of, and recognition of systematic connections between key questions and debates in the history of early modern philosophy.

K2d Engage sensitively and creatively with the texts and theories of key early modern philosophers.

SUBJECT-SPECIFIC SKILLS

S1d Employ a range of advanced philosophical devices to support, challenge, or adapt, key positions in the early modern philosophy literature.

TRANSFERABLE AND PROFESSIONAL SKILLS

T1d Show self-direction in working independently, creatively, and to deadlines.

T2d Organize and synthesize information, question assumptions, and engage with competing arguments.

T3d Show self-direction in producing clear, sophisticated, and persuasive presentations on complex topics.

T3d Consistently apply an excellent level of technical proficiency in written English, using an advanced application of scholarly terminology, that demonstrates the ability to deal with complex issues both systematically and with sophistication.

TEACHING AND LEARNING

Teaching and learning strategies for this course will include:

- 30 hours of lectures
- Two one-hour one-to-one tutorials

Course information and supplementary materials are available on the College's Virtual Learning Environment (VLE).

Students are required to attend and participate in all the formal and timetabled sessions for this course. Students are also expected to manage their directed learning and independent study in support of the course.

EMPLOYABILITY SKILLS

The study of philosophy cultivates skills that are employable across a range of sectors. These include the abilities to:

- Work independently, creatively, and to deadlines.
- Conduct research and explore relevant existing knowledge.
- Analyse, contextualize, and interpret complex ideas and materials.

- Synthesize and evaluate information against a backdrop of uncertainty.
- Solve problems through logical reasoning.
- Present findings and opinions in a clear, structured manner, whether orally or in writing.
- Engage in collaborative and constructive discussion.

ASSESSMENT

FORMATIVE

Students will be formatively assessed during the course by means of set assignments. These do not count towards the end of year results, but will provide students with developmental feedback, both written and oral.

SUMMATIVE

Assessment will be in one form:

AE:	Assessment Activity	Weighting (%)	Online submission	Duration	Length
1	Written assignment	100%	Yes	N/A	5000 words

The written assignment will be assessed in accordance with the assessment aims set out in the Programme Specification.

FEEDBACK

Students will receive feedback in a variety of ways, written and oral, within one-to-one tutorials, in discussion phases of lectures, and on formatively and summatively assessed assignments. Students will also attend the formal meeting, Collections, in which they will receive constructive and developmental feedback on their performance

INDICATIVE READING

Note: Comprehensive and current reading lists for courses are produced annually in the Course Syllabus or other documentation provided to students; the indicative reading list provided below is used as part of the approval/modification process only.

BOOKS

Conway, A., *The Principles of the Most Ancient and Modern Philosophy*, ed. A. P. Coudert and T. Corse. Cambridge: Cambridge University Press, 1996.

Du Châtelet, É., *Selected Philosophical and Scientific Writings*, ed. J. Zinsser. Chicago: The University of Chicago Press, 2009.

Descartes, R., *Philosophical Writings*, ed. J. Cottingham et al., vol. 2. Cambridge: Cambridge University Press, 1984.

Elisabeth of Bohemia and R. Descartes, *The Correspondence Between Princess Elisabeth of Bohemia and René Descartes*, ed. and trans. L. Shapiro. Chicago: The University of Chicago Press, 2007.

Hume, D., *A Treatise of Human Nature*, ed. D. F. Norton and M. J. Norton. Oxford: Clarendon, 2007.

Leibniz, G. W., *Philosophical Essays*, trans. R. Ariew and D. Garber. Indianapolis: Hackett, 1989.

INDICATIVE TOPICS

- Doubt and certainty
- Dualism
- Materialism
- God
- Atomism
- Causation
- Science and experiment
- The self
- Freedom and necessity

Title: NCHPH744 Early Modern Philosophy Course Descriptor					
Approved by: Academic Board					
Location: Academic Handbook/Programme specifications and Handbooks/ Postgraduate Programme Specifications/Philosophy MA Programme Specification/Philosophy Course Descriptors					
Version number	Date approved	Date published	Owner	Proposed next review date	Modification (As per AQF4) & category number
2.0	January 2022	March 2022	Dr Brian Ball	April 2025	Category 3: Changes to Learning Outcomes
1.0	June 2020	June 2020	Dr Brian Ball	April 2025	