Modern Philosophy 1600-1800

7.1   Module Overview

Module Number		Module Title	Modern Philosophy: 1600-1800						
Stage of Principal Programme			2	Semester	1	Duration. *(Weeks F/T)*	12	ECTS	5
Mandatory / Elective (M/E)	E Core	Hours of Learner Effort / Week	2.3						

Analysis of required hours of learning effort		
Teaching and Learning Modalities	✓if relevant to this module	Approx. proportion of total (hours)
Contact Hours		
In person face-to-face	✓	28
Synchronous		
Indirect/Non-Contact Hours		
Asynchronous		
Work Based		
Other:		
• Independent Reading & Learning	✓	42
• Research, preparation and completion of assessments	✓	55
Total		125

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120

Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.		
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	**Qualifications & experience required**	**Staff - Learner Ratio X:Y**
Lecturer	A minimum level 9 qualification in Philosophy or closely cognate area	1:120
Tutor	A minimum level 9 qualification in Philosophy or closely cognate area	1:20

Assessment Techniques – percentage contribution					
Continuous Assessment	100%	**Proctored Exam – in person**		**Practical Skills Based**	
Project		**Proctored Exam - online**		**Work Based**	
Capstone (Y/N)?	N	**If Yes, describe**			

7.2   Minimum Intended Module Learning Outcomes (MIMLOs)

MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Understand each thinker as part of the development of key issues within the period of philosophy looked at and identify the key theme of the relationship	1, 3, 7, 8

	between self, knowledge and the impact on how we understand the world that is given to us in experience.	
2.	Be able to critically assess the contribution of each philosopher to the progression of ideas in the periods explored and their place in the larger context of the history of ideas.	**2, 3, 5**
3.	Understand the relationship between the philosophy of an individual thinker as emerging from its relationship to other thinkers of the period and its engagement with and effect on the ideas of art, music and literature.	**1, 2, 3, 5**

7.3 Indicative Module Content, Organisation and Structure

The aim of this module is to provide the learner with an historical overview of the period of European Philosophy from the 1500s-1800s. The module centres on the theme of the emergence of the developing concept of self during this period and its impact on the way in which knowledge was understood. This emphasis on the relationship between self and knowledge will be set against the backdrop of the emergence of the idea of the primacy of reason and its increased autonomy from the constraints of dogmatic theology. Each individual philosopher's thought will be set in the context of the development of cultural ideas of the new sciences, rationalism, empiricism and scepticism. Therefore, the intellectual and cultural movements of post-Renaissance rationalism and the Enlightenment will be understood as providing the contextual framework of philosophers' thought. This module approaches Modern philosophy in terms of a single overarching question: The changing relationship between self and knowledge as it develops from the 1600-1800. Throughout the lectures, this module seeks to emphasise through the development of key thinkers of the period, a developing story of self and its relationship to knowledge that ultimately informs the contemporary debates on gender identity.

Below is an indicative structure of the module content:

- Introduction: Renaissance beginnings and the 'new sciences'
- Descartes (Doubt and the *Cogito*)
- Introduction to the Enlightenment
- Locke, the 'tabula rasa' and empiricism
- Hume (Knowledge, Cause and Effect, Scepticism)
- Kant (Knowledge, the Copernican Revolution and the *A Priori*)
- Hegel (Knowledge, self-knowledge and the Master-Slave Dialectic)

The chronological emphasis of the module is designed to introduce the learner to the study of individual thinkers in the context of the intellectual current of ideas in their time. Each thinker will be discussed in relation to the emerging ideas of rationalism and empiricism, the influence of the new sciences and the underlying issue of scepticism, leading to idealism. Criticisms of 'scientism'. Addresses the Programme themes of climate change and environmental challenges.

7.4 Work-based learning and practice-placement *(if applicable)*

N/A

7.5 Specific module resources required *(if applicable)*

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module

The teaching and learning strategy will utilise formal lectures with PowerPoint slides and guided topic readings. Lectures will be constructed to consciously set up debate questions that will allow interrupted Q&A throughout the lecture delivery time and facilitate a dedicated end session to provide recapping and

clarification of issues raised. Learners will have four one-hour tutorial sessions where group discussion, formative feedback on summative tutorial assignments and peer group topic discussion will be take place. Pop quiz, reading comprehension and oral presentations will encourage the learner to contribute and develop critical thinking.

7.7	Summative Assessment Strategy for this module	
MIMLOs	**Technique(s)**	**Weighting**
1	Two reading comprehension assignments. These two assignments will comprise of two questions to be answered in 20 minutes in tutorial. After the assignments are collected, we will brainstorm the answers in class. Learners will be able to evaluate their progress in learning to read philosophy texts.	**20% (10% each)**
1, 2, 3	A 1500 to 2,000 word essay that allows learners to consider a philosopher's idea in detail: develop skills of explaining complex ideas, trace their development in the context of their time and in response to other philosophers' ideas.	**70%**
	Attendance: this grade is intended to encourage learners to attend regularly. It also enables learners to learn to work together and learn from each other.	**10%**

7.8	Sample Assessment Materials

Sample essay questions:
1. The Philosophies of Descartes and Hume arguably resulted in Scepticism and Doubt. Critically assess both thinkers' approach to the question of knowledge. What was Kant's solution and was it any less prone to scepticism?
2. Hegel tells us that the epistemologies of previous thinkers like Descartes, Hume and Kant were inevitably going to end in scepticism because of the methodologies that they used. Why does he think this? Is he right?

Sample Continuous Assessment:
Continuous Assessment comprises 30% of the overall module grade. It is broken down as follows: Reading comprehension 20%, Attendance 10%. Continuous assessment is conducted within the space of the tutorial framework that allows for both summative performance in terms of presented work and formative assessment as the learner receives feedback on discussion and progresses through the module.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's Regulations in Relation to Assessment and Standards unless otherwise indicated.

7.9	Indicative reading lists and other information resources

Indicative Core Reading:

Descartes, Rene, *Key Philosophical Writings* (London: Wordsworth Classics of World Literature, 1997)

Hegel, G. W. F, *Introduction to Phenomenology of Spirit*, New edn (Oxford: Oxford University Press, 1976)

Hume, David, *A Treatise of Human Nature: Being an Attempt to Introduce the Experimental Method of Reasoning into Moral Subjects* (London: Penguin Classics, 1985)

Kant, Immanuel, *Critique of Pure Reason*, trans. by J.M. Meiklejohn (London: Dover Publications, 2004)

Locke, John, *Essay Concerning Human Understanding* (Oxford: Oxford University Press, 2008)

Indicative Other Resources:

Lettow, Susann, and Tuija Pulkkinen, *German Idealism and Feminist Philosophy*, (UK: Palgrave, 2023)

Martin Alcoff, Linda, *Visible Identities: Race, Gender, and the Self,* Studies in Feminist Philosophy (Oxford: Oxford University Press, 2005)

Readings are provided topic by topic on the module Moodle site available to learners from the beginning of the module.