Modern Philosophy 1600-1800

Section A: Headline Information	
Module title	Modern Philosophy 1600-1800: From Rationalism to the Enlightenment
Module NFQ level (only if an NFQ level can be demonstrated)	7/8
Module number/reference	TBC
Module Co-ordinator	Dr Noel Kavanagh
Parent programme(s)	BA (Honours) in Arts and Humanities
Stage of parent programme	2
Semester (semester1/semester2 if applicable)	1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, tutorials,
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 1 of the programme or equivalent is required.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Philosophy
Maximum number of learners per module	60
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2.33
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, tutorial room
Analysis of required learning effort	
***Effort while in contact with staff**	

Classroom and demon-strations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1: 10	4	1:6				97: Assessment 17 Directed study and other reading 40 Self-directed study and reading 40			125 hours

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100%				100%

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	The philosophy pathway at Stage 2 within the Humanities and Arts degree programme is centred on a historical and chronological overview of the development of Western philosophy. The inclusion of a Stage 2 semester I Philosophy module that introduces the learner to early modern philosophy from 1600 to 1800 and provides a solid year II History of Philosophy grounding. It also provides a stand-alone module for those interested learners from cognate disciplines in the Arts and Humanities programme. IPLO's 1, 2, 3, 5, 8.
Module Aims and Objectives	The aim of this module is to provide the learner with an historical overview of the period of European Philosophy from the 1500's-1800's. 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.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: 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 between the developing ideas of both self and knowledge and the impact on how we understand the world that is given to us in experience. (MIPLO 1, 3, 6, 8) 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. (MIPLO 2, 3, 6). 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. (MIPLO 1, 2, 3, 6).
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources. Diploma Supplement contains module name, code, stage and ECTS.
Module Content, Organisation and Structure	• 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.
Module Teaching and Learning Strategy	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 QandA throughout the lecture delivery time and

	facilitate a dedicated end session to provide recapping and clarification of issues raised.

Leaners 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. |
| **Work-Based Learning and Practice-** | N/A |
| **E-Learning** | N/A |
| **Specifications for Module Staffing Requirements** | Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners

Staffing requirements: 1 lecturer and 1 tutor

The maximum tutor:learner ratio is 20

However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available. |
| **Module Summative and Formative Assessment Strategy** | Essay: 1,750-2,000 words. The essay title will be thematic and broad, necessitating the inclusion of two or more thinkers across the module. This will encourage the learner to critically assess the overall themes of the module and avoid the possibility of regurgitated, philosopher specific responses. The essay will comprise 70% of the module mark. This will assess MIMLO's 1, 2, 3.

Continuous Assessment: this will be assigned and delivered within the space of the tutorial sessions and will comprise 30%. This will be broken down into reading comprehension 20% and Pop Quiz 10%. This will assess MIMLO's 1, 2, 3. |
| **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%
Pop Quiz 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. |

Reading Lists and Other Information Resources	**Essential 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 (Lonon: Dover Publications, 2004) Locke, John, *Essay Concerning Human Understanding,* (Oxford*:* Oxford University Press, 2008) **Other Reading:** Readings are provided topic by topic on the module Moodle site available to learners from the beginning of the module.
Module Physical Resource Requirements	Lecture Hall and tutorial room with PowerPoint, DVD and internet access.