



PHIL-110: MODERN AND CONTEMPORARY PHILOSOPHY

Effective Term

Fall 2026

BOT Approval Date

06/12/2025

Discipline

PHIL - Philosophy

Course Number

110

Course Title

Modern and Contemporary Philosophy

Short Title

Modern/Contemp Philosophy

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional



c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

C-ID (Admin Only)

C-ID PHIL 140

Catalog Description

This course provides a historical introduction to major philosophical systems and ideas from the modern period (starting around 1500) to the present day. The primary focus will be on key thinkers from Descartes to Kant. Topics covered include empiricism, rationalism, idealism, skepticism, the limits of knowledge, the nature of reality, and arguments for and against the existence of God. The course will also include some discussion of post-Kantian philosophy.

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000.

Codes

TOP Code (CB 03)

1509.00 - Philosophy

CIP Code

38.0101 - Philosophy.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Philosophy (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS C - Humanities

Cal-GETC Areas

Approved Cal-GETC Area

AREA-3B

Learning Objectives

Learning Objectives

Learning Objective

1. Evaluate key philosophical works from the modern period, focusing on the rationalist and empiricist traditions, and explore their impact on contemporary issues in politics, morality, science, and human identity in everyday life.
2. Evaluate key philosophical ideas from the modern and contemporary periods and the role they play in contemporary philosophical systems, theories, and debates.
3. Explain major theories in metaphysics, epistemology, and ethics from philosophers of the modern and contemporary period.
4. Appraise the role of reason and faith, in the works of modern philosophers and their contributions to contemporary scientific thought, with an emphasis on the period from Descartes through Kant.
5. Examine and critically assess the significance of epistemology and theories of knowledge as central to modern philosophy up to Kant, and examine their impact on Post-Kantian thought.
6. Analyze key aesthetic issues and critically evaluate major theories of beauty that have shaped modern and contemporary philosophy.
7. Analyze how philosophical texts from the modern period, including the works of John Locke, Immanuel Kant, John Stuart Mill, and Frederick Douglass, have shaped or questioned ideas about race, gender, and class, and assess their relevance to contemporary issues.
8. Evaluate the arguments of philosophers from the modern and contemporary period for validity, invalidity, or inductive probability using formal and informal logic.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Identify and analyze arguments presented in Early Modern philosophical texts, utilizing philosophical tools, methodologies, and ideas relevant to the historical context of the 16th through 19th century, and their impacts in contemporary philosophy.
2. Critically assess and evaluate arguments related to metaphysics, epistemology, and ethics in Early Modern philosophy, examining their validity, soundness, and cogency within the context of 16th – 19th century thought, and their impacts in contemporary philosophy.
3. Formulate and defend arguments through the evaluation of both personal viewpoints and opposing perspectives within the context of Early Modern philosophy, and their impact in contemporary philosophy, demonstrated in college-level writing.
4. Analyze and evaluate the contributions of Early Modern philosophers from both Western and non-Western traditions, considering their ideas within the appropriate social, cultural, and historical contexts of the 16th through the 19th century.

Content

Course Lecture Content

1. **Emerging Modern Period**
 - a. **René Descartes**
 - i. Cartesian Method
 - ii. Nature of the Self
 - iii. God and the Ontological Argument
 - b. **Elisabeth of Bohemia**
 - i. Mind-Body Problem (Critique of Descartes' Dualism)
 - ii. Critique of Cartesian Passions

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- c. **Gottfried Wilhelm Leibniz**
 - i. Metaphysics and Epistemology
 - ii. Monads as Fundamental Reality
 - iii. The Existence of God and the Principle of Sufficient Reason
 - d. **Anton Wilhelm Amo**
 - i. Critique of Cartesian Dualism
 - ii. Criticism of European Colonialism
 - iii. Contributions to African Intellectualism in Europe
 - e. **Baruch Spinoza**
 - i. The Geometric Method
 - ii. God as Nature (Pantheism)
 - iii. Ethical Naturalism
 - f. **John Locke**
 - i. Empiricism and Theory of Knowledge
 - ii. Ethical Theory and Natural Rights
 - iii. Political Theory (Two Treatises of Government)
 - g. **Émilie Du Châtelet**
 - i. Synthesis of Newtonian and Leibnizian Metaphysics
 - ii. Nature of Knowledge
 - 1. Hypotheses in Science
 - h. **George Berkeley**
 - i. Arguments against Material Substance
 - ii. God and the Role of Perception in the Physical World
 - iii. Spiritual Substance and Idealism
 - i. **David Hume**
 - i. Theory of Knowledge and Skepticism
 - ii. Causality and the Problem of Inductive Inference
 - iii. Moral Theory
 - iv. Is/ought distinction
 - 2. **Kantian Period**
 - a. **Immanuel Kant**
 - i. Theory of Knowledge (Transcendental Idealism)
 - ii. Practical and Ethical Theory (Categorical Imperative)
 - iii. Aesthetic Judgment (Critique of Judgment)
 - 3. **Post-Kantian Philosophy**
 - a. **G.W.F. Hegel**
 - i. Views on Rationality and Dialectical Method
 - ii. Scientific Knowledge and Logic
 - iii. Social and Political Theory
 - b. **Arthur Schopenhauer**
 - i. The World as Representation
 - ii. The World as Will
 - iii. Moral Theory and Pessimism
 - c. **Frederick Douglass**
 - i. Natural Rights and Liberalism (Lockean Influence)
 - ii. Abolitionist Philosophy and the Critique of American Hypocrisy
 - d. **Friedrich Nietzsche**
 - i. Critique of Metaphysics and Morality
 - ii. Will to Power and Life-Affirmation
 - iii. Genealogy of Morality and Critique of Christianity
 - e. **Karl Marx**
 - i. Historical Materialism and Critique of Capitalism
 - ii. Alienation and Labor
 - iii. Class Struggle and Political Theory

Methods of Instruction

Method

Critique

Integration

Some classes will include student presentations that critically analyze and critique a philosophical theory or concept. These can be individual or group activities. Student presentations will focus on analyzing and evaluating an argument from a modern philosopher, particularly in relation to its formal logical structure and conceptual implications. For example, a student might examine Descartes' argument for mind-body dualism by outlining its key premises and conclusion, explaining his reasoning regarding the distinction between *res cogitans* (thinking substance) and *res extensa* (extended substance), and evaluating Elisabeth of Bohemia's objections concerning the interaction problem; how an immaterial mind could causally influence a material body. Students will assess the deductive validity of Descartes' claims, compare them to alternative perspectives, and explore their significance in later philosophical debates.

DE Adaptations for MOI

In a distance education format, students engage with philosophical theories through discussion boards, recorded lectures, and interactive assignments. They analyze and critique arguments via video presentations, structured posts, or digital essays, submitted through the course management system (CMS). For example, students might evaluate Descartes' mind-body dualism and Elisabeth of Bohemia's objections in a short video, critiquing their logic and responding to classmates in online discussions. Peer feedback and instructor guidance enhance analytical skills and ensure active participation.

Method

Discussion

Integration

Class discussions will center on key philosophical issues from the modern and contemporary periods, giving students the opportunity to examine, analyze, and critically evaluate major theories and arguments. This will give students the opportunity to explore how these ideas have shaped, or challenged, concepts of race, gender, and class, and consider their relevance to current social and political issues. For instance, they may compare Frederick Douglass's and John Locke's views on liberalism and natural rights, examining how Douglass critiques Locke's understanding of race, gender, and class within his liberal framework. These discussions will help students understand the lasting influence of modern philosophy on contemporary political and social thought, particularly within Western traditions.

DE Adaptations for MOI

In a distance education setting, students will engage with key philosophical issues through asynchronous discussion forums, virtual debates, and multimedia assignments within the course management system (CMS). For instance, students may be required to compare Frederick Douglass' and John Locke's perspectives on liberalism and natural rights by posting an initial argument, responding to peers, and refining their positions based on instructor feedback. This format ensures meaningful engagement with the material while fostering critical thinking and analytical discussion in an online environment. Feedback by instructor will be provide via the CMS.

Method

Lecture

Integration

Lectures will explore major philosophical texts and central problems from the modern and contemporary periods, with a focus on epistemology and metaphysics. The course will examine how these theories remain relevant to current debates in cognition, science, and personal identity. For example, a lecture on Hume's problem of induction will analyze its influence on the scientific method, questioning the limits and reliability of knowledge derived from inductive reasoning. Students will be encouraged to critically evaluate these concepts and apply them to contemporary philosophical and scientific discussions. The lectures will include content that will be fully accessible to students (such as closed captioning of the videos)

DE Adaptations for MOI

In a distance education format, students will engage with major philosophical texts and problems through recorded lectures, interactive readings, and digital discussions within the course management system (CMS). Key topics, such as Hume's problem of induction, will be explored through video lectures, multimedia resources, and online assessments. Students will demonstrate their understanding by participating in discussion forums, submitting structured reflections, and engaging in peer critiques. This format

ensures active engagement with the material while allowing for flexible, self-paced learning. The lectures will include content that will be fully accessible to students (such as closed captioning of the videos).

Method

Reading

Integration

Students will complete reading response assignments to develop their ability to read, understand, summarize, analyze, and critique philosophical texts. These assignments will require students to identify key arguments, assess their logical structure, and engage with their broader implications. For example, students may be asked to read selections from Karl Marx's *Economic and Philosophic Manuscripts* and *Das Kapital* to summarize his argument on how capitalism leads to alienation. They will then critically evaluate the impact of alienation on class struggle, considering its relevance to contemporary economic and social issues. These responses will encourage close reading, independent thought, and engagement with primary texts. The readings will include prompts or content that will be fully accessible to students.

DE Adaptations for MOI

In a distance education format, students will complete reading response assignments through the course management system (CMS), where they will submit written analyses or participate in structured online discussions. These responses will require students to summarize and critique key philosophical arguments, demonstrating their understanding in an asynchronous format. For example, students may be assigned to analyze Marx's concept of alienation and its relationship to class struggle by composing a structured discussion post or submitting a short analytical essay through the CMS. Peer responses and instructor feedback will facilitate deeper engagement, ensuring that students critically reflect on the material despite the remote learning environment. The readings will include prompts or content that will be fully accessible to students.

Methods of Evaluation**Method**

Presentations

Integration

Students will deliver in-class presentations to demonstrate their understanding of key philosophical concepts and theories in modern and contemporary philosophy. These presentations will also assess their ability to distinguish between relevant and irrelevant claims, articulate complex ideas clearly, and critically engage with philosophical arguments. Evaluation will be based on clarity, depth of analysis, and the ability to highlight key philosophical insights. For example, students may present on the empiricism of George Berkeley and David Hume, examining how their respective views introduce different types of skepticism. Students will then analyze whether contemporary scientific methodologies, which are grounded in empiricism, are susceptible to or immune from such skeptical concerns.

DE Adaptations for MOE

Students will deliver presentations through the course management system (CMS), using video uploads, narrated slideshows, or live virtual sessions. These presentations will demonstrate students' understanding of key philosophical concepts and their ability to distinguish between relevant and irrelevant claims. For example, a presentation might explore the empiricism of George Berkeley and David Hume, analyzing their distinct approaches to skepticism. Students will then evaluate whether modern scientific methodologies, which rely on empirical data, are vulnerable to similar skeptical challenges. The CMS will support peer feedback, instructor evaluation, and interactive discussions to ensure engagement in an online learning environment. Presentations will be assessed based on clarity, depth of analysis, and the ability to effectively communicate philosophical arguments.

Method

Exams/Tests

Integration

This course includes examinations designed to assess students' comprehension of key philosophical concepts, definitions, and historical developments. Exams will consist of multiple-choice, true-false, fill-in-the-blank, short-answer, and essay questions, with the format determined by the instructor. The short-answer and essay portions will require students to critically analyze, evaluate, and synthesize philosophical arguments. For instance, a short-answer essay question might ask students to explain how Descartes

arrives at the conclusion that the mind and body are fundamentally distinct substances and to articulate Elisabeth of Bohemia's critique of his dualist view.

DE Adaptations for MOE

In a distance education context, examinations will be administered through the course management system (CMS) to assess students' understanding of philosophical concepts, definitions, and historical developments. Assessments may include multiple-choice, true-false, fill-in-the-blank, short-answer, and essay questions, with the format determined by the instructor. The CMS will facilitate timed assessments, secure submission of written responses, and provide automated feedback where applicable. Short-answer and essay questions will require students to analyze, evaluate, and synthesize philosophical arguments. For example, a question might prompt students to explain Descartes' argument for the distinction between mind and body and discuss Elisabeth of Bohemia's critique, demonstrating their ability to engage critically with philosophical texts in a digital learning environment.

Method

Homework

Integration

Students will complete reading response homework assignments designed to facilitate their understanding of key philosophical concepts, theories, and arguments. These formative assessments will help students engage deeply with philosophical texts, improving their ability to analyze and critique complex ideas. For example, students may be asked to read a selection from Spinoza's *Ethics* and explain his theory of mind, including his account of mind-body interaction. They would then contrast Spinoza's view with Descartes' theory of substance dualism, drawing on previous lectures to articulate key differences and philosophical implications.

DE Adaptations for MOE

In a distance education context, students will submit reading response homework assignments through the course management system (CMS). These assignments serve as formative assessments to enhance students' comprehension of philosophical theories, arguments, and reasoning. Using the CMS, students may be required to read a selection from Spinoza's *Ethics* and submit a written response analyzing his theory of mind and mind-body interaction. They will then compare Spinoza's perspective with Descartes' substance dualism, referencing lecture materials and prior discussions. The CMS will facilitate structured feedback, discussion forums for peer engagement, and timely submission tracking to support student learning in an online environment.

Method

Papers

Integration

Students will write essays that engage with both primary and secondary sources in modern and contemporary philosophy. They will critically examine how the ideas in these texts have shaped, or challenged, concepts of race, gender, and class, and assess their relevance to contemporary issues. For example, students may be asked to compare John Locke's and Frederick Douglass's views on liberalism and natural rights, analyzing their similarities, differences, and underlying arguments. They will also explore how Douglass's views critique Locke's understanding of race, gender, and class within his liberal framework. Essays should connect these philosophical perspectives to current social and political issues. Grading will be based on clarity, organization, strength of evidence, and the ability to critically compare and contrast philosophical ideas, thinkers, and historical contexts.

DE Adaptations for MOE

Students will write essays that engage with both primary and secondary sources in modern and contemporary philosophy. They will critically examine how the ideas in these texts have shaped, or challenged, concepts of race, gender, and class, and assess their relevance to contemporary issues. For example, students may be asked to compare John Locke's and Frederick Douglass's views on liberalism and natural rights, analyzing their similarities, differences, and underlying arguments. They will also explore how Douglass's views critique Locke's understanding of race, gender, and class within his liberal framework. Essays should connect these philosophical perspectives to current social and political issues. Grading will be based on clarity, organization, strength of evidence, and the ability to critically compare and contrast philosophical ideas, thinkers, and historical contexts. The course management system (CMS) will support the submission of essays, peer review discussions, instructor feedback, and plagiarism detection to maintain academic integrity.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Philosophy Paper Prompt: Berkeley and Hume on Empiricism and the Limits of Knowledge

Write a 7–10 page essay analyzing George Berkeley's and David Hume's empiricist views on reality and the limits of scientific knowledge. Your introduction should include a clear thesis statement.

In your paper Address the Following:

Primary vs. Secondary Qualities – Compare John Locke's distinction between primary and secondary qualities with Berkeley's critique.

Qualities and Perception – Explain Berkeley's arguments that all qualities exist only in the mind of the perceiver and how this is a rejection of materialism.

Mind-Dependent Objects – Assess Berkeley's claim that no objects exist independently of perception and evaluate its plausibility.

Hume's Theory of Ideas – Discuss Hume's distinction between simple/complex ideas and matters of fact/relations of ideas.

Problem of Induction – Explain Hume's skepticism about predicting the future based on past experience (problem of induction)

In your paper provide a concise summary of your analysis, highlighting the key differences between Berkeley and Hume's empiricism, and their conclusions. Conclude by expressing your own perspective on the philosophical inquiries presented, stating which view you prefer and offering reasoned justification for your preference. Remember to maintain a clear and organized structure throughout the essay.

How assignment will be adapted in online format

Instructions for the paper assignment and submission details will be provided through the course management system (CMS). Students will also use the CMS discussion boards to exchange peer feedback before submitting their final papers.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read the excerpt from Anton Wilhelm Amo's *De humanae mentis apatheia* and provide a structured summary of his argument against the Cartesian dualist claim that the mind can experience sensations and emotions in the same way as the body. Clearly outline how Amo differentiates the roles of the mind and body in perception and feeling. Additionally, analyze how Amo's critique challenges Eurocentric assumptions in Descartes' philosophy, particularly regarding the nature of cognition and embodiment.

How assignment will be adapted in online format

Instructions, submission guidelines, and reading materials for the assignment will be provided through the course management system (CMS). Students will also receive feedback via the CMS.



Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Critically examine key theories and arguments that have shaped political and social thought. In groups, discuss Frederick Douglass's and John Locke's views on liberalism and natural rights. How do their perspectives differ, and what do these differences reveal about the evolution of political philosophy? Additionally, consider how Douglass's views challenge Locke's ideas about race, gender, and class within the framework of liberalism. Present your analysis and engage thoughtfully with your peers' interpretations. This discussion will deepen our understanding of the lasting influence of modern philosophy on contemporary debates, particularly within Western traditions

How assignment will be adapted in online format

Instructions and materials for this assignment will be available on the course management system (CMS). After posting their initial response in the discussion forum, students will be asked to reply to at least two classmates by offering constructive feedback, new insights, or thoughtful counterarguments.

Course Materials**Textbooks**

Cahn, S (2023). Exploring Philosophy: An Introductory Anthology by Oxford. ISBN: 978-0197697436

Cottingham, J (2021). Western Philosophy: An Anthology by Wiley-Blackwell. ISBN: 978-1119165729

Kant (2018). Critique of Pure Reason Digireads.com. ISBN: 978-1420958072

Marshall, E. and Sreedhar, S (2019) A New Modern Philosophy: The Inclusive Anthology of Primary Sources by Published by Routledge. ISBN: 978113848344

Class Size Information**Class Size**

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course examines how philosophy, from Descartes to Kant, has shaped contemporary debates and continues to influence contemporary conceptions of identity, class, and race. The curriculum has been intentionally updated to incorporate diverse perspectives, including contributions from women philosophers like Elisabeth of Bohemia, and Emilie Du Chatelet, as well as non-white thinkers such as Anton Wilhelm Amo and Julien Raimond. Additionally, the course explores how political philosophy, through figures like John Locke, John Stuart Mill, Karl Marx, and Frederick Douglass, has shaped, reinforced, or challenged contemporary understandings of race, gender, and class. These updates are reflected in revised course objectives, content, instructional methods, assigned texts, and assessments.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This course will be delivered through multiple formats to accommodate diverse learning styles, including auditory (lectures on key philosophical texts), visual (slides outlining major arguments and historical context), and kinesthetic (interactive debates and group discussions). The course integrates small group activities, peer reviews, and a variety of assessments to support different learning preferences. All course materials will be accessible; for example, lectures and video content will include closed captions for students with hearing impairments. Students may complete presentations in written, multimedia, or alternative formats in collaboration with the instructor. To ensure inclusivity, public domain philosophical texts will be provided for students who may not have the financial means to purchase textbooks. Lectures will not only present major theories from Descartes, Hume, Kant, and others but also provide historical and social context, helping students critically engage with the development and impact of modern philosophical ideas.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course will incorporate student-to-student interaction through in-class or online discussions. Students will engage in both small group and whole-class discussions while completing collaborative learning exercises. For example, they may participate in a group discussion analyzing how philosophical ideas from the early modern period (Descartes, Elisabeth of Bohemia, Locke, Hume, Kant, Mill, Marx, Douglass) reflect, reinforce, or challenge contemporary conceptions of race, gender, and class, as well as their relevance to modern political and ethical issues. These discussions will allow students to exchange ideas, critically evaluate key philosophical arguments, and prepare for course assignments. Additionally, students will engage in peer reviews of written work and respond to student presentations, fostering deeper engagement with the material and encouraging diverse perspectives in philosophical inquiry.

Explain how the course will incorporate instructor-to-student interaction.

Faculty will deliver lectures and facilitate group discussions or activities (in-person or online, depending on modality) on key topics in modern and contemporary philosophy, including rationalism, empiricism, political philosophy, and critiques of Enlightenment thought. Faculty will provide feedback on student questions related to lecture material, helping to clarify philosophical arguments and their implications. Faculty will emphasize critical thinking, the importance of questioning assumptions, research skills, thesis development, and the construction of logical arguments. Feedback on student assignments will be provided through video conferencing software, CMS grading functionality, or individual meetings. Faculty will also hold office hours, offer check-in meetings upon request, and be available via email to support student learning.

Explain how the course will incorporate student-to-content interaction.

Students will engage with course content by reading primary and secondary sources on modern and contemporary philosophy, including works by Descartes, Elisabeth of Bohemia, Locke, Hume, Kant, Marx, Douglass and other key thinkers. They will participate in lectures (in-person or online) and group discussions (in-person or online) to critically analyze philosophical arguments and their impact on contemporary thought. Writing assignments will encourage independent investigation of topics beyond standard course materials, requiring students to utilize scholarly sources and library research. Through this process, students will deepen their understanding of modern philosophical debates while developing critical thinking, research, writing, and presentation skills.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course encourages students to examine how key developments in early modern and contemporary philosophy continue to shape contemporary Western society. Through in-class and out-of-class assignments, students will reflect on how philosophical ideas influence their personal lives. For example, they may analyze how Kant's distinction between phenomena and noumena or Hegel's dialectical method has shaped their understanding of knowledge, freedom, or history and critically evaluate whether these influences should be embraced or challenged.



Key: 2606