

**Philosop 9046A/4992F:**

**University of Western Ontario  
London, ON N6A 5B8  
Canada**

**Fall Term 2024  
Seminar (001)  
Tuesdays 14:30-17:30 Eastern  
LWH 2205  
Satisfies the History course breadth  
requirement**

**Instructor: Dr. Benjamin Hill (he/him/his)  
Office: STVH 3140  
Student Hours:**

- **Tuesdays 13:00-14:00**
- **Thursdays 13:00-14:00**
- **By appointment**

### **LAND ACKNOWLEDGEMENT**

We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, L naapéewak, 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**

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September 3, 2024

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The Metaphysics of Margaret Cavendish  
Seminar Outline 2024—2025**

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philosophical idea(s) or argument(s) are or are not worthy of philosophical acceptance for a set of clearly characterized and united reasons. An argument outline is an outline of the student's argument presented in the critical paper as a defense of to3Se oa sa 3 Tw 0 -1..-8 (e47 s)llo



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and secondary literature to be engaged, the basic way that you understand those passages and texts, and the working hypothesis being explored in the Project;

- **Argument Outline Due 23 Nov** (eligible for 48-hour grace period) (worth 20%; graded numerically with qualitative criteria)



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discussion be respectful and kind even when that discussion is critical, defensive, emotional, and contradictory.

### COPYRIGHT

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### 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.

### STATEMENT ON THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

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.

### ACCOMMODATIONS

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



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Accommodation for Medical Illness and further information regarding this policy can be found [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.



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[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

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**Appendix 2 (Philosophical Questions Guidelines)**

**Dr. Benjamin Hill**



3140 Stevenson Hall  
Department of Philosophy  
University of Western Ontario



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### Appendix 2 (Philosophical Questions Guidelines)

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exploring and debating those concepts, authors may intentionally choose to stretch or alter those meanings or uses, and those intentions may or may not be clearly marked and explained in the text. Insofar as those authorial intentions drive a linguistic act, the philosophical message or **Deep Hidden Meaning (DHM)** of a philosophical text may be nuanced and philosophically different from the textual meaning. This, then, is the level at which **Philosophical Interpretation**, properly speaking, obtains. It is here, finally, that we can identify what a text says as in “The author defends/holds the position that . . . , and . . . .”

I hope that this provides you with a sense of the complexities and subtleties that are internal to a text. Depending on how radical an author’s intents are and how much the author wishes to stretch or play with language, the text’s message may be more or less removed from its surface language, but this structure, more or less, is what we as readers and interpreters have to dig through when we are reading. We shouldn’t rest contented here, however; there’s more to consider when reflecting on reading philosophically.

#### Philosophical Readers

A reader’s experience of a text is colored by what they bring to that experience. As a commonplace observation, this is probably general to the nature of experience. But whenever we ourselves are engaging in the activity of philosophical reading, it behooves us to pay attention to what we are bringing with us on that day. I take it as obvious that we often see what we expect to see in a text—indeed, shaping those expectations is a central aspect of lecture and education that students and professors both want, rely upon, and exploit when studying texts. We all should acknowledge that and be self-aware of its influence when we are reading. But there’s something else we should also note that shapes how we as readers philosophically engage with a text. There are different kinds of engagements we are seeking when we study and return to a text, and they typically mutually connect with and inform one another.

- **Clarification:** This occurs when readers simply hope to clarify what a text says. It can occur at the superficial textual levels or at the deeper levels of a text’s meaning. Upon first reading a text, we are typically seeking just that—gaining familiarity with what a text says.
- **Contextualization:** This is a somewhat deeper level of engagement that occurs when we seek to gain familiarity with a text’s message. It occurs when we apply our understanding of the author’s intellectual context (whatever that may be) to our understanding of the text. Of course, this can happen during an initial read-through of a text, but it may also occur during subsequent readings. And of course, it is dependent on the knowledge of the context a reader brings with them.
- **Interpretation:** This is where most professional engagement in the history of philosophy occurs.





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**Appendix 3 (Graduate Oral Presentations Guidelines)**

**Dr. Benjamin Hill**

**Philosop 9046A/4992F:  
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Appendix 4 (Scholarly Research Term Paper)**

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**Appendix 4 (Scholarly Research Term Paper)**

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**4. ARGUMENT OUTLINE**

**The Project**

Students are required to provide a description of the *logical structure* of the argument that they are developing in their Term Papers that provides justification for the truth of their thesis. This is different from a typical paper outline in that the structural features of central interest are not the topics and sections of the paper but the premises, inferences, and conclusion(s) being presented through the paper.

**Concrete Deliverable DUE**

**Friday, September 6, 2024 (5:00 PM - 5:30 PM)**

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**Appendix 4 (Scholarly Research Term Paper)**

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**FINAL DRAFT**

**The Project**

Students are required to submit a final draft of their paper. The final draft should consist of their complete and considered explanation and defense of their paper's thesis against the scholarly tradition. Students should write the paper for their classroom peers, which means that the audience would be their classmates and that the standard for "common knowledge" would be the materials presented through the course, including class discussions and supplemental readings and materials made available to students. The final draft should be prepared as if it were ready for submission for publication.

**Concrete Deliverable**

**DUE: 07 DEC 2024 (UG) / 02 JAN 2025 (GRAD)**

**Not eligible for automatic 48-hour grace period**

- Minimum 3000-word (UG) / 6000-word (Grad) document

Submission via OWL BRIGHTSPACE Assignments, attachment only (Word, PDF, RTF)

**Project Parameters**

- Clearly express your paper's philosophically significant and interesting thesis.
- Provide a rich and detailed explanation of what your thesis consists in.
- Provide a compelling and forceful justification that shows the truth of your thesis.
- Defuse or respond to the obvious or primary objection(s) to your thesis.
- Document should be prepared as if for submission for publication.

**Assessment**

Numeric, Qualitative Feedback upon request only

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**Appendix 4 (Scholarly Research Term Paper)**

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Graduate Term Paper Grading Rubric									
Categories	Exemplary (4 +/-)		Superior (3 +/-)		Adequate (2 +/-)		Substandard (1 +/-)	Unacceptable (0 +/-)	
	97-100	97-93	93-90	90-87	87-83	83-80	80-70	70>	
<b>Overall Assessment</b> The paper is publishable or worth pursuing for professional publication or presentation	Paper is <b>publishable</b> with <b>minor</b> revisions.	Paper is <b>publishable</b> with <b>moderate</b> revisions.	Paper is <b>publishable</b> with <b>major</b> revisions.	Paper displays <b>potential</b> for becoming publishable.	Paper displays <b>some features worth</b> graduate level study.	Paper displays <b>some features potentially worth</b> graduate level study.	Paper displays <b>few features of limited</b> graduate level interest.	Paper displays	



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