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## EMPIRICISM, SKEPTICISM & MATERIALISM in Fall 2020 (PL2037)

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| <b>Course Code</b>    | PL2037                                             | <b>Professor(s)</b>     | Oliver Feltham                               |
| <b>Prerequisites</b>  | None                                               | <b>Office Number</b>    | G-L19                                        |
| <b>Class Schedule</b> | F: 09:00-10:35 in C-102<br>T: 14:30-16:05 in C-102 | <b>Office Hours</b>     | Tuesdays 13:00-14:00,<br>Fridays 13:30-14:30 |
| <b>Credits</b>        | 4                                                  | <b>Email</b>            | ofeltham@aup.edu                             |
| <b>Semester</b>       | Fall 2020                                          | <b>Office Tel. Ext.</b> | 618                                          |

## Course Description

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### COURSE DESCRIPTION:

This course introduces you to one of the major and most influential schools of modern philosophy, empiricism, through a close analysis of one of its most famous works, David Hume's *Treatise of Human Nature*. We will be looking at Hume's inventive and rich examination of questions such as 'what is a mind?', 'what are the components of knowledge?', 'how do we believe in the external world?', 'what is our knowledge of causality?', 'what is personal identity and why do we believe in it?' 'do we have free will?', 'can reason control the passions?', 'what is justice?', 'what is government?', 'how can government motivate people to obey the law?', 'how do passions bind individuals together into societies?'. Hume's treatment of these questions created new bridges between what we now understand as philosophy's subdisciplines of epistemology, the philosophy of mind and political philosophy. In exploring these questions, we will move beyond the textbook descriptions of Hume and empiricism which neglect Books II & III of his *Treatise*, and which ignore his arguments for the role of fantasy and fiction in shaping our ordinary experiences: experience is no touchstone for truth for Hume, as we will see when we plunge the depths of Hume's own existential and skeptical crisis at the end of Book I – a crisis later doubled by his brief abandon of philosophy for a career as a merchant sailor when the *Treatise* was poorly received and did not gain him the fame he thirsted for. The wager and the focus of this course is on Hume's theory of the passions, developed in Book II of the *Treatise*, as a kind of answer or solution to his existential crisis, as well as a theory of society and socialization.

## Course Learning Outcomes

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Through completing the readings and carrying out the assessments in a rigorous manner by the end of this course students should be able to:

Identify and define key concepts and principles in empiricist philosopher.

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Reconstruct key theses and arguments in empiricist philosophy.  
Reconstruct a context for a particular argument or question within empiricist philosophy.  
Display interdisciplinary imagination by building a bridge between empiricist philosophy and other disciplines or practices.  
Express philosophical arguments in oral and written form with a higher degree of clarity than when entering the course.

## General Education

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## Course Outline

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### **OUTLINE:**

Part I Grounding a science of human nature: What is a mind?

Part II: Hume's theory of society as a fabric woven from the passions

Part III: Hume on morals, justice and government

### **BIBLIOGRAPHY:**

We will be developing shared Zotero bibliographies for the topics of your research essays.

### **CLASS SCHEDULE:**

Please note that depending on your situation this semester, there are different ways of following the course and completing the course-work that you will find under the 'synchronous' and 'asynchronous' headings in the class schedule below.

**Students studying from a remote location with a significant time-zone difference**

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- Your primary points of reference are the pre-recorded lectures, the reading guide and the Reading Quizzes, which you can watch and work on in your own time.
  - When it comes to the groupwork (argument analysis, workshopping questions) which is completed in the synchronous sessions, your group captain will delegate specific tasks to you with deadlines, and you will see your fellow group members' activity on the collaborative group 'class notebook' which is part of each group channel on the course Teams site.
  - When it comes to the assessment of groupwork in the form of a live presentation, if we cannot find a way of accommodating your time-zone, you will record your part of the group presentation and send it to the group captain.

### **Students studying from a remote location with no significant time-zone difference**

- Your primary points of reference are the pre-recorded lectures, the reading guide and the Reading Quizzes, which you can watch and work on in your own time.
- When it comes to the synchronous sessions, you are expected to attend the classes via Teams. For any groupwork (argument analysis, workshopping questions) separate Teams channels will be set up and you can communicate directly with your group (they will have their devices and headphones).

### **Students following the class on campus**

- Your primary points of reference are the pre-recorded lectures, the reading guide and the Reading Quizzes, which you can watch and work on in your own time.
- When it comes to the synchronous sessions, you are expected to attend all classes live, and only via Teams if you have a valid reason for staying at home with documentation.

## **Week 1**

### **Session 1 Friday 25th September**

| Prepare for this class (asynchronous)                                                                                         | To do during class (synchronous)                                                                                                                                                                                                                |
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| <b>Watch Pre-recorded Lecture 1: Hume's project of constructing a science of human nature using the 'experimental method'</b> | <ul style="list-style-type: none"><li>• Recap of the lecture: what exactly is this project of human nature and what is its promise of replacement or an alternative to metaphysics?</li><li>• Slideshow on this 'experimental method'</li></ul> |

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**Reading guide:**

What are the main concepts and distinctions that Hume develops in his foundational theory of ideas?

**Assessment – Reading Quiz 1:** on due on Tuesday 29th October before class.

**Office hours:** make an appointment with the Professor during his office hours in week II for discussion of your academic goals this semester.

- Presentation on active reading: so as to arguments and concepts.

## Week II

### Session 2: Tuesday 29th September

| Prepare for this class (asynchronous)                                                                                                                                                                                                                                                                                                   | To do during class (synchronous)                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>Watch Pre-recorded Lecture 2 with slideshow: The genesis of general ideas, our ideas of space and time</b></p> <p><b>Reading guide:</b> What is Hume's position on general ideas? What is his position on the divisibility or continuous nature of space and time? How does he try to avoid metaphysical questions like this?</p> | <ul style="list-style-type: none"><li>• Recap of the stakes of explaining the genesis of general ideas</li><li>• Check on individual homework – Reading</li><li>• Groupwork close reading exercise: explain on the genesis of our ideas of space and time ¶2-5. Explain H on the genesis of our ideas of time ¶6-11.</li><li>• <b>Assessment – Reading Quiz 1:</b> due before today's class.</li></ul> |

**30th September– last day to drop/add courses online**

### Session 3: Friday 2nd October

| Prepare for this class (asynchronous)                                                                                                                                                  | To do during class (synchronous)                                                                                                                                                                                                        |
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| <p><b>Watch Pre-recorded lecture 3 – Hume on types of knowledge and causation</b></p> <p><b>Reading guide:</b> Read <i>Treatise</i>, I, 3, Sections 1-5 &amp; <i>Enquiry</i>, Ch.4</p> | <ul style="list-style-type: none"><li>• Recap of lecture on the seven kinds of relationship between ideas and how the Hume to distinguish two types of knowledge: the source in the impressions of our knowledge of causality</li></ul> |

How does Hume distinguish between demonstrative and empirical knowledge? How does our everyday reasoning presume causal relations?

What is 'constant conjunction'?

**Assessment – Reading Quiz 2:** Due before class on Friday 9th October. Found in the Assignments tab.

- Groupwork: can you place the key steps of Hume's argument about causality in the right order? How does he get to the step of 'constant conjunction'? Is it easier to understand in the *Enquiry*?
- Presentation: what is a philosophy essay (introductions, using citations, structuring the body of the essay via transitions)

### Week III

#### Session 4: Tuesday 6th October

| Prepare for this class (asynchronous)                                                                                                                                                                                                                                                                                                             | To do during class (synchronous)                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>Watch Pre-recorded lecture 4 – Hume on belief</b></p> <p><b>Reading guide:</b> Read <i>Treatise</i>, I, 3, Sections 6-10 especially Sections 6-8 &amp; <i>Enquiry</i>, Ch.4</p> <p>Have a look at the 'Appendix' to the entire <i>Treatise</i>.</p> <p>What is the basis of our belief in the necessary connection of cause and effect?</p> | <ul style="list-style-type: none"> <li>• Recap of Hume's critique of the supposed rationality of the 'uniformity principle'</li> <li>• Check on individual reading progress – reading exercise with some key passages I,3 Sections 6 &amp; 7</li> <li>• Groupwork: workshop on the question of belief and the problems it encounters – the 'Appendix' to the entire <i>Treatise</i>.</li> </ul> |

#### Session 5: Friday 9th October

| Prepare for this class (asynchronous)                                                                                                                                                                                                                                                                                                                                                                                                                                                          | To do during class (synchronous)                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>Watch Pre-recorded lecture 5 &amp; slideshow: Hume on free will versus necessity</b></p> <p><b>Reading guide:</b> <i>Enquiry</i>, Chapter 8</p> <p>What is the classic philosophical position of determinism according to Hume and how does he encompass or characterize it from the standpoint of his account of our knowledge of causality? What is the traditional philosophical conception of free will and how does Hume critique it? How does Hume deal with the argument that</p> | <ul style="list-style-type: none"> <li>• Recap of the belief in 'necessary connection' from our experience of causality</li> <li>• Brainstorm the free will vs determinism</li> <li>• Exercise in close reading: read through the <i>Enquiry</i> line by line describing exactly what Hume is doing in each paragraph.</li> <li>• Check-up on progress with individual essays on Tuesday 13th</li> <li>• Groupwork: workshop on <b>Assessment – Reading Quiz 2:</b> Due before class today</li> </ul> |

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without free will we have no basis for moral judgement and responsibility?

## Week IV

### Session 6: Tuesday 13th October

| Prepare for this class (asynchronous)                                                                                                                                                                                                                                                                                                                                                                                                                                            | To do during class (synchronous)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><b>Watch Pre-recorded lecture 6 &amp; slideshow – Hume on scepticism and the mechanism of our belief in the external world</b></p> <p><b>Reading guide:</b> <i>Treatise</i>, Bk I, Part 4, Sections 1-2; <i>Enquiry</i>, Chapter 12</p> <p>Look at <i>Treatise</i>, I, 42§25 and see if you can apply his summary distinction of the parts of his argument to the rest of the chapter</p> <p><b>Assessment – Reading Quiz 3:</b> Due before class on Friday 16th October.</p> | <ul style="list-style-type: none"><li>• Individual essays due today by email before class: please entitle the document “PL2 1st Essay YOURSURNAME”.</li><li>• Exercise in argument analysis: what are the main questions in this chapter and does Hume answer them?</li><li>• Discussion: what is the difference between the ‘vulgar’ and the ‘philosophical’ view and what role does it play in his overall argument?</li><li>• <b>Groupwork Assessment:</b> Develop and present research topics for each group, final presentation due in-class on Session 11 Friday 30th October.</li></ul> |

### Session 7: Friday 16th October

| Prepare for this class (asynchronous)                                                                                                                                                                                                                                                                                                                                                                                                                                                        | To do during class (synchronous)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>Watch Pre-recorded lecture 7 – Hume’s argument against the immaterial soul</b></p> <p><b>Reading guide:</b> <i>Treatise</i>, I, 4, Sections 3-5.</p> <p>Concentrate on Section 4. What are the materialist and the theologian’s positions according to Hume? What is the importance of this question of the ‘local conjunction of the soul with matter’? Why are the theologians hypocrites when they critique Spinoza’s supposed atheism? How does Hume deal with the materialist</p> | <ul style="list-style-type: none"><li>• Recap of the lecture on Hume’s critique of the immaterial soul</li><li>• Individual Exercise: explain the similarity between Hume’s critique of substance and the materialist position</li><li>• Individual essays due today by email before class: please entitle the document “PL2 1st Essay YOURSURNAME”.</li><li>• <b>Assessment – Public speaking exercise:</b> Presentation of half of the individual essays in class.</li><li>• <b>Assessment – Reading Quiz 3:</b> Due before class today.</li></ul> |

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| hypothesis that thoughts could arise from matter and motion alone? |  |
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## Week V

### Session 8: Tuesday 20th October

| Prepare for this class (asynchronous)                                                                                                                                                                                                                                                                                                                                                               | To do during class (synchronous)                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>Watch Pre-recorded lecture 8 &amp; slideshow – Hume on personal identity</b></p> <p><b>Reading guide:</b> <i>Treatise</i>, I, 4, Section 6 &amp; 7</p> <p>What is the metaphysician's notion of 'self'? What is Hume's own notion of mind? From whence the belief in continuous personal identity?</p> <p><b>Assessment – Reading Quiz 4:</b> On Due before class on Friday 23rd October.</p> | <ul style="list-style-type: none"><li>• <b>Assessment – Public speaking exercise</b> – presentation of individual essays in class</li><li>• Recap of the lecture on Hume's critique of personal identity: what is the self for Hume? the end of Book I and how does this relate to the existential crisis?</li><li>• Revision for the midterm exam: question and answer session, brainstorming and developing resources for answering these questions on Book I of the <i>Treatise</i></li></ul> |

### Session 9: Friday 23rd October

| Prepare for this class (asynchronous)                                                                                                                                       | To do during class (synchronous)                                                                                                                         |
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| <p><b>Reread your notes from class and concentrate on what you learnt by completing the Reading quizzes</b></p> <p><b>Reading guide:</b> Revise <i>Treatise</i>, Book I</p> | <ul style="list-style-type: none"><li>• <b>Assessment – Midterm exam</b></li><li>• <b>Assessment – Reading Quiz 5:</b> Due before class today.</li></ul> |

**October 26th, Mid-semester grades due**

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## PART TWO: Hume's theory of society as a fabric woven from the passions

### Week VI

#### Session 10: Tuesday 27th October

| Prepare for this class (asynchronous)                                                                                                                                                                                                                                                                                                                 | To do during class (synchronous)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>Watch Pre-recorded lecture 9 &amp; slideshow – Introducing Hume's theory of the passions</b></p> <p><b>Reading guide:</b> <i>Treatise</i>, II, 1, Sections 1-11. How does the association of ideas and of impressions work in the basic mechanism of pride and humility? What is the difference between the subject and the cause of pride?</p> | <ul style="list-style-type: none"><li>• Class exercise - brainstorm: what phenomena should a theory of the passions be able to account for?</li><li>• Recap of lecture on the basic mechanism of the passions</li><li>• Exercise defining a concept: pride</li><li>• Groupwork exercise: What are the 'properties', 'qualities', and 'principles' of the human passions that Hume finds at work in the mechanism of the passions in Sections 3, 4 &amp; 5? How does Hume confirm his account of the basic mechanism of pride and humility through the five limited test-cases in Section 6?</li><li>• <b>Assessment – Reading Quiz 4:</b> Due before class today.</li></ul> |

#### Session 11: Friday 30th October

| Prepare for this class (asynchronous)                                                                                                                                                                                                                                                                                                                   | To do during class (synchronous)                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>Watch Pre-recorded lecture 10 &amp; slideshow – Hume's account of sympathy, love and hatred</b></p> <p><b>Reading guide:</b> <i>Treatise</i>, II, 1, Sections 11; II, 2, Sections 1-3</p> <p>What factors intensify the passions?</p> <p>What is the importance of social rank in the passions?</p> <p><b>Assessment – Reading Quiz 5:</b> On</p> | <ul style="list-style-type: none"><li>• Recap of lecture on the mechanisms of sympathy, love and hatred as primary passions alongside pride and humility</li><li>• Exercise defining a concept: sympathy, affection or love</li><li>• Group exercise: workshop Hume's test-cases for different phenomena concerning love and hatred in Part 2, Section 2.</li></ul> |

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Due before class on Friday 30th October.

## Week VII

### Session 12: Tuesday 3rd November

| Prepare for this class (asynchronous)                                                                                                                                                                                                                                                                  | To do during class (synchronous)                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Watch Pre-recorded lecture 12 &amp; slideshow</b><br>– Hume's account of socialization via the passions:<br>group formation<br><br><b>Reading guide:</b> <i>Treatise</i> , Bk II, Part 2, Sections 1-5<br><br><b>Assessment – Reading Quiz 6:</b> On<br><br>Due before class on Friday 6th November | <ul style="list-style-type: none"><li>• Recap of lecture on the role of social hierarchy in group formation</li><li>• Exercise defining a concept: envelope (the concept of a group is sunk in a relation)</li><li>• Groupwork exercise in close reading: study the extracts concerning the formation of groups in section 4, and the role of ascribed intentions in intensifying passion in section 3.</li></ul> |

### Session 13: Friday 6th November

| Prepare for this class (asynchronous)                                                                                                                                                                                                                                   | To do during class (synchronous)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Watch Pre-recorded lecture 13 &amp; slideshow</b><br>– Hume's explanation of benevolence and anger, pity and malice<br><br><b>Reading guide:</b> <i>Treatise</i> , Bk II, Part 2, Sections 6-10<br><br>How does Hume explain relative value judgements in Section 8? | <ul style="list-style-type: none"><li>• Recap of lecture on the mechanism of passions and their directions</li><li>• Exercise defining a concept: extended sympathy</li><li>• Groupwork exercise: what challenge do the passions of pity pose for Hume's theory of passions? How does he deal with it?</li><li>• <b>Assessment:</b> Devising and brainstorming research essay questions in line with your interests and queries concerning Hume</li><li>• <b>Assessment – Reading Quiz 6:</b> Due before class today</li></ul> |

## Week VIII

### Session 14: Tuesday 10th November

| Prepare for this class (asynchronous) | To do during class (synchronous) |
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**Watch Pre-recorded lecture 14 & slideshow**  
**– Hume’s account of motivation, and the principle of the prevailing passion**

**Reading guide:** *Treatise*, II, 3, Sections 1-5

What is Hume’s position on free will and necessity in Sections 1-2?

How does Hume critique the role of reason in human motivation?

**Assessment – Reading Quiz 7:** On

Due before class on Friday 20th November

- Recap of lecture on the calm and the violent passions and the role of custom in motivation
- Exercise defining a concept: the prevailing passion
- Check-up on progress with defining reason in essay questions
- Groupwork exercise: what are the consequences of Hume’s account of motivation for ‘leading’ people in a certain direction, for rhetorical persuasion? Find your own examples for Hume’s theory of motivation via the calm and the violent passions, custom and the prevailing passion

**Weds 11th November - Friday 13th November Fall break, No classes**

## Week IX

### Session 15: Tuesday 17th October

| Prepare for this class (asynchronous)                                                                                                                                                                                                                                                                                                                                                                         | To do during class (synchronous)                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>Watch Pre-recorded lecture 15 &amp; slideshow – Communication of the passions, time and space discounting, hope and fear, and uncertainty</b></p> <p><b>Reading guide:</b> <i>Treatise</i>, II, 3, Sections 6-9</p> <p>Identify the different effects of distance in space and time of the object of passions</p> <p>How does Hume explain uncertainty (and is he talking about stress or anxiety?)</p> | <ul style="list-style-type: none"> <li>• Recap of lecture on time and space discounting</li> <li>• Exercise defining a concept: hope and fear</li> <li>• Groupwork exercise: you’re your own example of time and space discounting, and of uncertainty, and then adopt Hume’s vocabulary and theory to explain them. What effects do these phenomena have on socialization in society?</li> </ul> |

## **PART THREE: Hume on morals, justice and government**

### Session 16: Friday 20th November

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| Prepare for this class (asynchronous)                                                                                                                                                                                | To do during class (synchronous)                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Watch Pre-recorded lecture 16 &amp; slideshow</b><br>– Overview of Book III of the Treatise and the foundation of moral distinctions<br><br><b>Reading guide:</b> <i>Treatise</i> , Bk III, Part 1, Sections 1-2. | <ul style="list-style-type: none"> <li>Recap of lecture on moral judgement</li> <li>Exercise defining a concept: moral rationality</li> <li>Group workshop: what is this question of foundations of moral distinctions (can you give your own examples of it?) and how does it go about treating it?</li> <li><b>Assessment – Reading Quiz 7:</b> Due before class today.</li> </ul> |

## Week X

### Session 17: Tuesday 24th November

| Prepare for this class (asynchronous)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | To do during class (synchronous)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Watch Pre-recorded lecture 17 &amp; slideshow</b><br>– Locke’s theory of action and its judgement, comparison with Hume<br><br><b>Reading guide:</b> Locke, <i>Essay concerning Human Understanding</i> , Bk II, Ch.22 & Bk III, Ch.9; Feltham, “The State as a Kind of Action” in <i>Badiou and the State</i> pdf on Blackboard<br><br>What is a ‘mixed mode’ for Locke?<br><br>How do we learn the names for actions?<br><br>How does an action come to have an identity or nature?<br><br><b>Reading Quiz 8</b> due on Friday 27th November | <ul style="list-style-type: none"> <li>Recap of lecture on the attribution of a nature to an action by judgement</li> <li>Exercise defining a concept: mixed mode, equivocal action</li> <li>Close reading of key extract from Locke (Blackboard/Teams site)</li> <li>Groupwork exercise: What are the implications of Locke’s conception for politics and life in society? What does Hume borrow from his account of the judgement of action?</li> <li><b>Groupwork Assessment:</b> present your progress on your research project to a classmate and give constructive feedback to them</li> </ul> |

### Session 18: Friday 27th November

– last day to withdraw from a course/no credit option

| Prepare for this class (asynchronous)                                                                                                                                                       | To do during class (synchronous)                                                                                                                                                   |
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| <b>Watch Pre-recorded lecture 18 &amp; slideshow</b><br>– Hume’s theory of property as the basis of society<br><br><b>Reading guide:</b> <i>Treatise</i> , Bk III, Part 2, Sections 3-5, in | <ul style="list-style-type: none"> <li>Recap of lecture on why property is the block of society</li> <li>Exercise defining a concept: natural virtue, artificial virtue</li> </ul> |

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| <p>particular section 3.</p> <p>What is Hume's critique of individual utility as the rule for determining who possesses what goods?</p> <p>Suggested secondary reading: Duncan Forbes, <i>Hume's Philosophical Politics</i>, Ch.2 "A Modern Theory of Natural Law".</p> <p><b>Assessment Reading Quiz 9</b> due on Friday 4th December</p> | <ul style="list-style-type: none"> <li>◦ Groupwork exercise: help each other brainstorm, develop and narrow down your research topics.</li> <li>◦ Groupwork exercise: reconstruct how Hume defines the following types of acquisition of property – occupation, prescription, accession, succession and then shows how they fit the operation of the human mind according to his theory.</li> </ul> |
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## Week XI

### Session 19: Tuesday 1st December

| Prepare for this class (asynchronous)                                                                                                                                                                                                                                                                                                                                                                                                                                       | To do during class (synchronous)                                                                                                                                                                                                                                                                                                 |
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| <p><b>Watch Pre-recorded lecture 19 &amp; slideshow – Hume's theory of justice and critique of social contract theories</b></p> <p><b>Reading guide:</b> <i>Treatise</i>, Bk III, Part 2, Sections 2-6.</p> <p>What are the two main questions that drive Hume's enquiry? (Section 2)</p> <p>What is the 'origin of justice' in human nature?</p> <p>Where does he start to treat the second question? Does he have a view on the existence of natural law? (Section 6)</p> | <ul style="list-style-type: none"> <li>• Recap of lecture on Hume's account of origin of justice.</li> <li>• Exercise defining a concept: the scheme of justice (III,2,2)</li> <li>• Groupwork exercise: workshop on how Hume accounts for the genesis of societies</li> <li>• Reading Quiz 8 due before class today.</li> </ul> |

### Session 20: Friday 4th December

| Prepare for this class (asynchronous)                                                                   | To do during class (synchronous)                                                                                                                                                                  |
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| <p><b>Watch Pre-recorded lecture 20 &amp; slideshow – Hume's theory of the origin of government</b></p> | <ul style="list-style-type: none"> <li>• Recap of lecture on the origin of government</li> <li>• Exercise defining a concept: government function and its origin in certain collective</li> </ul> |

**Reading guide:** *Treatise*, Bk III, Part 2, Sections 5-8, especially Section 7.

Look out for how Hume explains the function of government.

problems

- Check-up on progress with Research essays
- Groupwork exercise: how does government actually work at the level of Hume's theory of motivation in II, 3, Section 4?
- **Assessment Reading Quiz 9** due today in class

## Week XII

### Session 21: Tuesday 8th December

| Prepare for this class (asynchronous)                                                                                                                                                                                                                                                                           | To do during class (synchronous)                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>Watch Pre-recorded lecture 21 &amp; slideshow – Hume's theory of political obligation</b></p> <p><b>Reading guide:</b> <i>Treatise</i>, Bk III, Part 2, Sections 9-12, especially Section 10.</p> <p>How does Hume develop an account of 'allegiance' or what we would now call political obligation?</p> | <ul style="list-style-type: none"> <li>• Recap of lecture on political obligation</li> <li>• Class exercise in brainstorming: what are the stakes of the question of political obligation? the 'right to resistance'?</li> <li>• <b>Assessment: Research Essays</b> due (2500-3000 words)</li> <li>• Groupwork exercise: workshop on the five sources of political authority</li> </ul> |

### Session 22: Friday 11th December

| Prepare for this class (asynchronous)                                        | To do during class (synchronous)                                                                                                                                                                                                                                                                                    |
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| <p><b>Watch Pre-recorded lecture 22 &amp; slideshow – Hume's legacy?</b></p> | <ul style="list-style-type: none"> <li>• Recap of lecture on Hume's legacy</li> <li>• Discussion of open questions about the arguments and structure of the <i>Treatise</i></li> <li>• Groupwork exercise: workshopping your public presentations of your research essays on Hume during the exam period</li> </ul> |

December 11th, last day of classes,

December 12th - 15th, reading days

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## December 16th – 22th, Final Exam

January 4nd, all grades due

## Textbooks

| Title                                      | Author        | Publisher                               | ISBN          | Required |
|--------------------------------------------|---------------|-----------------------------------------|---------------|----------|
| A Treatise of Human Nature                 | Ed. S. Buckle | Oxford - Not Available at the Bookstore | 9780198751724 | Yes      |
| AN ENQUIRY CONCERNING HUMAN UNDERS TANDING | HUME, DAVID   | CAMBRIDGE                               | 9780521604031 | Yes      |

## Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

### Covid-19 temporary amendments:

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Students studying at The American University of Paris are still expected to attend ALL scheduled classes. Due to the Covid-19 pandemic, students will have the option of attending classes remotely when special circumstances apply. For example when students are placed

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under quarantine by the French authorities or by their doctor, or when students present symptoms of Covid-19 and are directed, by their doctor or the AUP Health Office, to remain home. It is still the student's responsibility to be aware of any specific attendance policy that their professor might have set in the course syllabus. In particular, Students attending remotely from distant Time Zones should check with their professors about the specific attendance policy for remote learners.

### **Attendance at all exams is mandatory.**

In all cases of missed course meetings, the responsibility for communication with the professor, and for arranging to make up missed work, rests solely with the student.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may also recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and *especially during the Drop/Add and Exam Periods*.

**ENGLISH LANGUAGE PROFICIENCY STATEMENT:** As an Anglophone university, The American University of Paris is strongly committed to effective English language mastery at the undergraduate level. Most courses require scholarly research and formal written and oral presentations in English, and AUP students are expected to strive to achieve excellence in these domains as part of their course work. To that end, professors include English proficiency among the criteria in student evaluation, often referring students to the university Writing Lab where they may obtain help on specific academic assignments. Proficiency in English is monitored at various points throughout the student's academic career, most notably during the admissions and advising processes, while the student is completing general education requirements, and during the accomplishment of degree program courses and senior theses.

## **Grading Policy**

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### **GRADING:**

9 very short reading quizzes due every second class

15%

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|-----------------------------------------------------------------------------------------------------|-----|
| 1st Essay (1000-1500 words) due Friday 16th October + oral presentation in class                    | 20% |
| Midterm exam                                                                                        | 15% |
| Research Essay (2500-3000 words) due Tuesday 8th December                                           | 25% |
| Final Exam (presentation & debate on research essays)                                               | 15% |
| Attendance and Participation                                                                        | 10% |
| (contribution to shared Zotero bibliographies, class Wiki with each student contributing 2 entries) |     |

## Other

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