

Lewis and Clark College
PHIL 302: Early Modern Philosophy
Fall 2013

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MWF 10:20 – 11:20
J.R. Howard Hall 253

Office hours: T TH 8:00am – 9:30am
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Note: This syllabus is subject to change. For the most up-to-date version of the course calendar, please consult the course webpage.

Learning Objectives

Students who *engage successfully* the materials and assignments in this course with *rigor, creativity and enthusiasm* will be able to:

Understand many of the central topics of discussion among philosophers of the 17th and 18th centuries.

Develop command of these central topics of discussion among philosophers of the 17th and 18th centuries, including sensitivity to their main motivations and proficiency in stating these positions precisely.

Critically evaluate these the central topics of discussion among philosophers of the 17th and 18th centuries by identifying their consequences and assessing them for plausibility or reconstructing their supporting arguments and assessing these arguments for cogency.

Use standard philosophical tools including conceptual analysis, thought experiments and counterexamples, disambiguation of concepts and positions, and reconstruction of arguments in premise-conclusion form.

Read philosophical texts in a critical and engaged fashion. Students will identify leading questions, charitably reconstruct the positions that are staked on them, and critically evaluate these positions.

Write cogent philosophical prose. Students will be able to perspicuously characterize philosophical problems, rigorously state proposed solutions, and critically assess the merits of these solutions.

Cooperatively and respectfully engage in philosophical dialogue and communication.

Course Goals

My primary goal in this course is twofold: to introduce you to some of the central works and topics in modern philosophy and to continue to develop your skills as a philosopher through reading, discussion, and lectures.

More particularly, my goal is to help you navigate historical texts and the ideas and themes that run throughout them. We will be reading quite a few texts, but they are a mere slice of the rich modern period from which they come. These texts are firmly within the philosophical canon for a reason: people come back to them again and again, and each time, they discover something in a fresh and insightful light. Your first experiences with these texts will be difficult. The words are at first unfamiliar, even unintelligible, even with those authors who published in English. Much of what you will learn in the course concerns how to *read* these historical texts.

Difficulty

At Lewis and Clark, the expectation is that students spend *at least* 2 hours outside of class for every 1-hour spent in the classroom. That means putting in at least 6 hours of work outside of class each week. However, many find 17th and 18th century texts particularly challenging, so you may find that you require *more than the minimum* suggested hours of study in order to participate fully in the course. In addition, we each read at a different pace and you may find that you require more time to devote to the readings in order to be adequately prepared for each class period.

It will help you to think of the work you do preparing for our time together as *study* rather than “doing the reading.” In order to spend our time together productively, most of the work you will be doing is serious, engaged study outside of class.

Basic Expectations

I expect you to be familiar with using basic philosophical research tools, such as the Phil Papers, the Stanford Encyclopedia of Philosophy Online, Philosophy Compass, the Routledge Encyclopedia of Philosophy Online and JSTOR. If you do not know how to conduct research using these tools, please make an appointment with me and I will be happy to give you a tutorial.

There are also a number of online resources. However, not all of them are trustworthy, so I recommend highly that you confine yourself to traditional research materials that you are sure have undergone peer review (i.e., books and journals). *You should never use Wikipedia for scholarly research.*

I expect you to be prepared for a 300 level course in Philosophy. You would never take a 300 level course in Physics or Economics or Mathematics without the necessary preparation. Philosophy is no different. The course presupposes that you have sophisticated, technical,

thorough knowledge of beginning and intermediate philosophical concepts, methods, distinctions and tools. Unless you are an advanced major, you will likely not do well in the course.

Course Description

Welcome to Early Modern Philosophy. You are taking an upper division philosophy course that is devoted to a professional philosophical approach one of the major historical periods in philosophy.

Modern Philosophy covers the period after the Renaissance and before 19th century philosophy – roughly 1600 to 1800. In its early phases, modern philosophy is often thought of as being divided between *empiricists* and *rationalists*. We will consider whether this division is a useful way of approaching the early material from modern philosophy. In its later phases, modern philosophy was heavily influenced by the work of John Locke (1632-1704). Throughout, the moderns were concerned primarily with the *methods* of philosophy and its relationship to the methods of the emerging sciences. In addition, the moderns were especially concerned with topics in metaphysics, epistemology and the philosophy of mind.

Required Texts

Note: you must purchase these specific editions.

Descartes

Meditations on First Philosophy With Selections from the Objections and Replies

Edited by John Cottingham

Cambridge Texts in the History of Philosophy

Cambridge, 1996

ISBN 978-0-521-55818-1

Locke

An Essay Concerning Human Understanding

Edited by Kenneth Winkler

Hackett Publishing Company, 1996

ISBN 978-0-87220-216-0

Leibniz

Discourse on Metaphysics and Other Writings

Edited by Peter Loftson

Broadview, 2012

ISBN 978-1-55481-011-6

Berkeley

Three Dialogues Between Hylas and Philonous

Edited by Dale Jacquette

Broadview, 2013

ISBN 978-1-55111-988-5

Hume

An Enquiry Concerning Human Understanding

Edited by Lorne Falkenstein

Broadview, 2011

ISBN 978-1-55111-802-4

Office Hours

I hope you will visit me in my office throughout the term, especially if you would like assistance in understanding the lectures or reading. No appointment is necessary to come to office hours; simply stop by my office in Howard Hall during office hours, on the understanding that someone else may have arrived there before you.

If you would like to make an appointment for another time, *please consult my online calendar* on the website to determine a time at which we are both free, then email me.

Google

The course will be maintained through Google. On the Google site you will find course materials, assignments and the site you use to communicate with your peers online. You must use Google and you must visit the site frequently and engage in the online course community. You are required to post a photo of yourself in your Google online profile.

Preparation

I expect you to be fully prepared for class each week. Full preparation includes not only keeping up with the reading, but also having spent time thinking about the topic for the day in terms of questions and interpretations that you would like the class to consider. You should come to each class having read the required material at least twice and prepared to participate in the lecture and the class discussion. Such preparation includes notes, questions and other materials that will help you be a full participant in the classroom community.

Participation

Philosophy 302 is both lecture-based and discussion-based. Its success and yours will depend upon your active, informed participation in listening to lectures and contributing to class discussions as well as your engagement in online discussions. Philosophy requires conversation and dialogue. If you do not engage in conversation and dialogue in class and online, you will not learn how to do philosophy.

Active participation in class requires a safe and trusting environment. Therefore it is important for us to respect each other's views and comments, even if we disagree with them. I encourage debate and thought-provoking discussion, but it must be respectful and polite both in class and online.

Attendance

I will take attendance in this course. Regular attendance is essential for successful completion of this course. If you must miss a class, please first obtain information about the missed class from your classmates. After you have gleaned what you can from your classmates, I will be happy to talk to you in more detail about the class you missed.

Missing a class disadvantages not only you, but also your classmates and me. There are no excused absences. I do not adjudicate on whether an absence is excused or not. Absences are simply absences. If you would like to speak to me at any point about your performance in class, including your attendance, please visit my office hours or make an appointment.

No one missing exams, quizzes or other in-class work, except under the most extreme of medical circumstances, will be allowed to take a make up exam or any other work that would "make up" for missing the work. If you know that you will be gone on a given day, you may take exams ahead of time.

Attendance will be considered in the assignment of final grades. Everyone has some wiggle-room of about three absences. Each absence beyond the three excused absences will lower your final grade; five or more absences will result in failure in the course. Being late for class, especially on a regular basis, will count as an absence. You are expected to be in class on time.

Late Work

All assignments are due on the scheduled dates. Short assignments and online discussion contributions will not be accepted late, no exceptions.

There are no late exams, no exceptions. However, you are always free to take an exam early, no questions asked, no excuse required. If you miss the exam, however, you will earn an F on the exam, no exceptions.

There are no late papers, no exceptions. If you come to me several days in advance of a paper due date, you may elect to take *a week* extension, no questions asked, no excuses requires. There are no extensions beyond one week, no exceptions. Be aware that late assignments will delay feedback and that you may not have the time you need to improve and develop before the next assignment. *By taking an extension you forfeit your right to a speedy return.*

No one missing exams, quizzes or other in-class work because of absence (except under the most extreme of medical circumstances) will be allowed to take a make up exam or any other work that would "make up" for missing the work.

Finally, there is an all-or-nothing rule for the course. All major assignments (exams, papers) must be completed in order to receive a final grade for the course. Those not completing all major assignments will earn an F in the course.

After the add/drop period a grade of 'W' will be assigned under only the most extreme and extraordinary circumstances. It is your responsibility to know when the add/drop period ends.

Written Work

All written work, with the exception of in-class exams, must not be hand-written. It must be in a normal font, such as Times, at a 12 point font. It must have one-inch margins. *It must have page numbers.* It must have your name on it. If it is more than one page, it must be held together using a conventional object such as a staple or paper clip.

Confine your name, date, etc., to no more than three lines and use no greater than double-spacing. In other words, please do not use crude attempts at padding your work. All written work (with the exception of online discussions) must be printed out and turned in by hand either in person or in the mailbox in the Philosophy Department. *Emailed written work will not be accepted and will be considered as late (see Late Work).*

Whether for smaller assignments or papers, *you must cite any and all resources you use.* I do not require a particular, bibliographical style. I simply require that you pick a bibliographical style and use it. A very useful guide to bibliographical styles may be found at Purdue's Online Writing Lab: <http://owl.english.purdue.edu/owl/section/2/>

Learning Disabilities

If you have been diagnosed with a learning disability and are seeking an accommodation, please contact Student Support Services. Reasonable accommodation will be given to all and only students who work through Student Support Services for accommodation.

Academic Integrity

I expect you to understand and abide by the College's Academic Integrity Policy and Procedures, 2013-2014. If you have any questions about the policy, I encourage you to come and talk with me as soon as possible. Failure to cite sources on written assignments is plagiarism, for which students have been dismissed from LC. Don't go there! If you have doubts about how to make proper citations, ask me or consult the writing center.

If you plagiarize I will fail you for the course, no exceptions. I will also report you to the honor board.

Cell Phones and Computers

Please turn off all cell phones. If you are having an emergency that requires you to have your cell phone, please tell me in the beginning of class.

You may use a laptop or other portable computer device in class. However, you must turn off all audio alerts and other distracting sounds. I ask that you honor my request to not email, social

network, chat or message while in class. If at any point I feel that your use of a computer is distracting you or others around you I will require you to no longer use the computer.

College Policies

All college policies govern this course. Please see the Student Handbook and Catalog for any issues not covered in this syllabus.

Grading Formula

The final grade for this course will be calculated on the following basis:

Two Blue Book Exams: 20% (10% each)

One Paper on Descartes: 10%

Research as a Process Sequence: 15%

A Final Research Paper: 20%

Online Discussion: 20%

Participation: 15%

A standard grading scale will be used in grading.

A 93	C 73
A- 90	C- 70
B+ 87	D+ 67
B 83	D 63
B- 80	D- 60
C+ 77 F	59 & below

The registrar compiles and maintains permanent academic records for all students. Grades are assigned by instructors as follows:

A Outstanding work that goes beyond analysis of course material to synthesize concepts in a valid and/or novel or creative way.

B Very good to excellent work that analyzes material explored in class and is a reasonable attempt to synthesize material.

C Adequate work that satisfies the assignment, a limited analysis of material explored in class.

D Passing work that is minimally adequate, raising serious concern about readiness to

continue in the field.

F Failing work that is clearly inadequate, unworthy of credit.

After the add/drop period a grade of 'W' will be assigned under only the most extreme and extraordinary circumstances. It is your responsibility to know when the add/drop period ends.

Research as a Process Sequence

There will be a series of small but crucial assignments that prepare you over the course of the semester to begin your research project at the beginning of the course and work on it throughout the semester. The RPS will be described in greater detail on the course webpage. I will provide you with clear examples of RPS assignments by your peers in advance. Late RPS assignments will not earn a grade.

RPS assignments will be graded as a 0 or a 1 – all or nothing, in other words. However, if your assignment reveals that you have not approached the assignment earnestly and carefully, it will count as a 0 even if you submit an assignment.

Blue Book Exams

There will be two Blue Book Exams. You will receive a set of questions in advance, from which set a subset will be chosen by me to give on the day of the exam. From that subset, you will be allowed to choose another subset. No one missing the exam, except under the most extreme of medical circumstances, will be allowed to take a make up exam or any other work that would "make up" for missing the exams. If you know that you will be gone on that day, you may take the exam ahead of time.

Papers

There will be two papers. The first will be a short paper on Descartes. The second will be a major research paper. I will provide detailed advice about each of these papers on the course webpage and in class.

All work must be written by you, and all work must be properly cited. You must cite any and all resources you use. I do not require a particular, bibliographical style. I simply require that you pick a bibliographical style and use it. A very useful guide to bibliographical styles may be found at Purdue's Online Writing Lab:

<http://owl.english.purdue.edu/owl/section/2/>

Failure to cite sources on written assignments is plagiarism, for which students have been dismissed from LC. If you have doubts about how to make proper citations, ask me or consult the writing center. If you plagiarize I will fail you for the course, no exceptions.

Online Discussion

Online discussions about the philosophical readings prepare us for an informed and productive in-class discussion. In order to keep up on the online discussions, the class will be divided into four groups.

For each day of class in which a reading is assigned, every individual from one of the four groups will be in charge of posting a thought-provoking question by 5pm the day before that class. Every individual from another of the four groups will be in charge of responding to *one or more* posted thought-provoking questions by 8am before class. Late contributions will not earn a grade. The grades for online discussion contributions are a 0 or a 1 – all or nothing, in other words. However, if your contribution reveals that you have not read the material carefully or that you are not engaging the material, it will count as a 0 even if you submit a contribution. At the beginning of the semester, when we are learning the difference between routine questions and thought-provoking questions, I will be checking in on and responding in the online discussion. Later in the semester I will follow and mark participation but not respond to questions.

Your contributions must be *highly specific to the assigned reading for that day*. If there is more than one reading, you must address all the readings in your contribution. Your contributions are about the philosophical ideas, not about you. Your contributions are about the philosophical ideas in the readings, not about what they remind you of, or about something else you'd like to consider. If you change the subject of the philosophical discussion by talking about yourself or by talking about something other than what the readings are focused on, you will receive a 0 for your contribution.

Class Schedule

Week 1: Descartes, Elisabeth and Other Correspondents

Mon., Sept. 2:
Labor Day (no class)

Wed., Sept. 4:
First day of class.
Readings: Copenhaver, "Recent Anthologies of Modern Philosophy," (PDF)

Fri., Sept. 6:
Readings: From Descartes' *Meditations on First Philosophy*: Williams, "Introductory Essay," "Chronology of Descartes' Life and Works," Cottingham, "Note on the Text and the Translation," Descartes, "Dedicatory Letter to the Sorbonne," and "First Meditation," various correspondents, "Objections and Replies to Meditation One."

Assignments: Group 1 posts on Descartes' "Letter" and "First Meditation," as well as the "Objections and Replies to Meditation One," authored by various correspondents, Group 2 responds.

Week 2: Descartes, Elisabeth and Other Correspondents

Mon., Sept. 9:

Readings: Descartes, *Meditations* “Second Meditation,” various correspondents, “Objections and Replies to Meditation Two.” [Read carefully the general description of the Research as a Process Sequence.](#) [Read especially carefully the assignment for RPS I.](#)

Assignments: Group 2 posts on Descartes’ “Second Meditation,” as well as the “Objections and Replies to Meditation Two,” authored by various correspondents, Group 3 responds.

Wed., Sept. 11:

Readings: Gertler, “Defending Substance Dualism,” (PDF).

Assignments: Group 3 posts on Gertler’s “Defending Substance Dualism,” Group 4 responds.

Fri., Sept. 13:

Readings: Descartes, *Meditations* “Third Meditation,” various correspondents, “Objections and Replies to Meditation Three.”

Assignments: Group 4 posts on Descartes’ “Third Meditation,” as well as the “Objections and Replies to Meditation Three,” authored by various correspondents, Group 1 responds.

Week 3: Descartes, Elisabeth and Other Correspondents

Mon., Sept. 16:

Readings: Descartes, *Meditations* “Fourth Meditation,” various correspondents, “Objections and Replies to Meditation Four.”

Assignments: Group 1 posts on Descartes’ “Fourth Meditation,” as well as the “Objections and Replies to Meditation Four,” authored by various correspondents, Group 2 responds.

Wed., Sept. 18:

Readings: Descartes, *Meditations* “Fifth Meditation,” various correspondents, “Objections and Replies to Meditation Five.”

Assignments: Group 2 posts on Descartes’ “Fifth Meditation,” as well as the “Objections and Replies to Meditation Five,” authored by various correspondents, Group 3 responds.

Fri., Sept. 20:

Readings: Descartes, *Meditations* “Sixth Meditation,” various correspondents, “Objections and Replies to Meditation Six.” Elisabeth of Bohemia, “Correspondence with Descartes,” (PDF).

Assignments: Group 3 posts on Descartes’ “Sixth Meditation,” as well as the “Objections and Replies to Meditation Six,” authored by various correspondents, as well as Elisabeth’s “Correspondence with Descartes,” Group 4 responds.

Week 4: Descartes, Elisabeth and Cavendish

Mon., Sept. 23:

Readings: Garber, “Understanding Interaction: What Descartes Should Have Told Elisabeth,” (PDF). Brown, “Understanding Interaction Revisited,” (PDF)

Assignments: Group 4 posts on Garber’s “Understanding Interaction: What Descartes Should Have Told Elisabeth,” as well as Brown’s “Understanding Interaction Revisited,” Group 1 responds.

Wed., Sept. 25:

Readings: Cavendish, “Selections from *Philosophical Letters*,” (PDF)

Assignments: Group 1 posts on Cavendish’s “Selections from *Philosophical Letters*,” Group 2 responds. [RPS I is due today.](#)

Fri., Sept. 27: Cavendish, “Selections from *Observations Upon Experimental Philosophy*,” (PDF)

Assignments: Group 2 posts on Cavendish’s “Selections from *Observations Upon Experimental Philosophy*,” Group 3 responds.

Week 5: Conway and Spinoza

Mon., Sept. 30:

[Paper #1 due.](#)

Wed., Oct. 2:

Readings: Conway, “Selections from *The Principles of the Most Ancient and Modern Philosophy*,” (PDF)

Assignments: Group 3 posts on Conway’s “Selections from *The Principles of the Most Ancient and Modern Philosophy*,” Group 4 responds.

Fri., Oct. 4:

Readings: Spinoza, *Ethics* “Part I: Concerning God,” through Proposition 17 (PDF).

Assignments: Group 4 posts on Spinoza, *Ethics* “Part I: Concerning God,” Group 1 responds.

Week 6: Spinoza

Mon., Oct. 7:

Readings: Readings: Spinoza, *Ethics* “Part I: Concerning God,” Proposition 18 through Appendix (PDF).

Assignments: Group 1 posts on Spinoza, *Ethics* “Part I: Concerning God,” Group 2 responds. [RPS II is due today.](#)

Wed., Oct. 9:

Readings: Spinoza, *Ethics* “Part II: Of the Nature and Origin of the Mind,” through Proposition 25 (PDF).

Assignments: Group 2 posts on Spinoza, *Ethics* “Part II: Of the Nature and Origin of the Mind,” Group 3 responds.

Fri., Oct. 11:
Fall Break (October 10-13)

Week 7: Spinoza and Locke

Mon., Oct. 14:
Readings: Spinoza, *Ethics* “Part II: Of the Nature and Origin of the Mind,” through Proposition 49 (PDF).

Assignments: Group 3 posts on Spinoza, *Ethics* “Part II: Of the Nature and Origin of the Mind,” Group 4 responds.

Wed., Oct. 16:
Readings: Locke, *An Essay Concerning Human Understanding*, “Book I: Of Innate Notions: Chapters I, II and IV,” “Book IV: Chapter III, Section 6, and Chapter X, Sections 14-17.”

Assignments: Group 4 posts on Locke’s *An Essay Concerning Human Understanding*, Group 1 responds.

Fri., Oct. 18:
Readings: Locke, *An Essay Concerning Human Understanding*, “Book II: Of Ideas: Chapters I, II, VI, VIII, IX, XII.”

Assignments: Group 1 posts on Locke’s *An Essay Concerning Human Understanding*, Group 2 responds.

Week 8: Locke and Leibniz

Mon., Oct. 21:
[Blue Book #1](#)

Wed., Oct. 23:
Readings: Locke, *An Essay Concerning Human Understanding*, “Book II: Of Ideas: Chapters XXIII, XXVII, XXX, XXXI.”

Assignments: Group 2 posts on Locke’s *An Essay Concerning Human Understanding*, Group 3 responds.

Fri., Oct. 25:
Readings: Leibniz, “Selections from the *Discourse on Metaphysics*.”

Assignments: Group 3 posts on Leibniz’s “Selections from the *Discourse on Metaphysics*,” Group 4 responds. [RPS III is due today.](#)

Week 9: Leibniz and Damaris Cudworth (Lady Masham)

Mon., Oct. 28:

Readings: Leibniz, “Selections from the *Monadology*.”

Assignments: Group 4 posts on Leibniz’s “Selections from the *Monadology*,” Group 1 responds.

Wed., Oct. 30:

Readings: Cudworth, “Selections from her *Correspondence with Leibniz*,” (PDF)

Assignments: Group 1 posts on Cudworth’s “Selections from her *Correspondence with Leibniz*,” Group 2 responds.

Fri., Nov. 1: Guest lecturer today: Becko will be presenting a paper at the University of Vermont.

Readings: Leibniz, “Selections from *New Essays on Human Understanding*,” (PDF)

Assignments: Group 2 posts on Leibniz’s “Selections from *New Essays on Human Understanding*,” Group 3 responds. [RPS IV is due today.](#)

Week 10: Cockburn and The Clarke-Collins Correspondence

Mon., Nov. 4:

Readings: Cockburn, “Selections from her “Defense of Mr. Locke’s Essay,” (PDF)

Assignments: Group 3 posts on Cockburn, “Selections from her “Defense of Mr. Locke’s Essay,” Group 4 responds.

Wed., Nov. 6:

Readings: Clarke and Collins, “Selections from their Correspondence,” (PDF)

Assignments: Group 4 posts on Clarke and Collins’ “Selections from their Correspondence,” Group 1 responds.

Fri., Nov. 8:

Readings: Clarke and Collins, “Selections from their Correspondence,” (PDF)

Assignments: Group 1 posts on Clarke and Collins’ “Selections from their Correspondence,” Group 2 responds.

Week 11: The Clarke-Collins Correspondence and Berkeley

Mon., Nov. 11:

Readings: Clarke and Collins, “Selections from their Correspondence,” (PDF)

Assignments: Group 2 posts on Clarke and Collins’ “Selections from their Correspondence,” Group 3 responds.

Wed., Nov. 13:

Readings: Berkeley, “Selections from his *Principles of Human Knowledge*,” (PDF)

Assignments: Group 3 posts on Berkeley, “Selections from his *Principles of Human Knowledge*,” Group 4 responds.

Fri., Nov. 15:

Readings: Berkeley, “Selections from his *Principles of Human Knowledge*,” (PDF)

Assignments: Group 4 posts on Berkeley, “Selections from his *Principles of Human Knowledge*,” Group 1 responds.

Week 12: Berkeley

Mon., Nov. 18:

[Blue Book #2](#)

Wed., Nov. 20:

Readings: Berkeley, “First Dialogue,” from *Three Dialogues between Hylas and Philonous*, pages x – y.

Assignments: Group 1 posts on Berkeley’s “First Dialogue,” Group 2 responds.

Fri., Nov. 22:

Readings: Berkeley, “First Dialogue,” from *Three Dialogues between Hylas and Philonous*, pages x – y.

Assignments: Group 2 posts on Berkeley’s “First Dialogue,” Group 3 responds.

Week 13: Berkeley and (Possibly) Cockburn

Mon., Nov. 25: Readings: Berkeley, “Second Dialogue,” from *Three Dialogues between Hylas and Philonous*.

Assignments: Group 3 posts on Berkeley’s “Second Dialogue,” Group 4 responds.

[RPS V is due today.](#)

Wed., Nov. 27: (Possibly) Cockburn, “A Letter to the London Daily Post Boy (1732),” (PDF). Lennon, “The Genesis of Berkeley’s *Theory of Vision Vindicated*,” (PDF).

Assignments: Group 4 posts on Cockburn’s “A Letter to the London Daily Post Boy (1732),” Group 1 responds.

Fri., Nov. 29: **Thanksgiving Holiday Nov 28- Dec 1**

Week 14: Hume

Mon., Dec. 2:

Readings: Hume, *An Enquiry Concerning Human Understanding*, “Sections 2 – 4.”

Assignments: Group 1 posts on Hume's *An Enquiry Concerning Human Understanding*, Group 2 responds.

Wed., Dec. 4:

Readings: Hume, *An Enquiry Concerning Human Understanding*, "Sections 5 – 7."

Assignments: Group 2 posts on Hume's *An Enquiry Concerning Human Understanding*, Group 3 responds. [RPS VI is due today.](#)

Fri., Dec. 6:

Readings: Hume, *An Enquiry Concerning Human Understanding*, "Section 10."

Assignments: Group 3 posts on Hume's *An Enquiry Concerning Human Understanding*, Group 4 responds.

Week 15

Mon., Dec. 9:

Readings: Hume, *An Enquiry Concerning Human Understanding*, "Section 12."

Assignments: Group 4 posts on Hume's *An Enquiry Concerning Human Understanding*, Group 1 responds.

Wed., Dec. 11:

Last Day of Class

Fri., Dec. 13: **Reading Days Dec 12-13**

Final Exam: Date to be announced