

**Course Data****PHIL 433 (35548)/ PHIL 533 (35555)**

4.00 cr.

**Top Hume and Berkeley**

(R) Concentrates on the work of a single philosopher, typically Descartes, Locke, Hume, Leibniz, Berkeley, or Kant. R when philosopher changes.

	1400-1550	tr	144 HED
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Grading Options:	Optional for all students		
Instructor:	Zack N 	Phone: (541) 346-1547	
Only Open to Majors Within: (before 03/07)	Office Hrs, TR 11-12		
! Prereqs/Comments:	Prereq: PHIL 310, 311.		



Bishop George Berkeley



David Hume

**SYLLABUS\***

\*See Appendix A-D, for additional information.

In the empiricist tradition, David Hume (1711-1776) is considered the leading sceptic and George Berkeley (1685-1783) the leading idealist. However, there is a sense in which Hume's reliance on the notion of 'ideas' is a form of idealism, and Berkeley's insistence on the reality of only those ideas that pass a stringent empiricist test is a form of scepticism. Moreover, Berkeley's beliefs in the existence of minds, ideas, and God render him a realist. And, his attempt to create an egalitarian Christian college in Bermuda that would include Negroes and Indians and his quixotic project of growing food for that failed enterprise on a farm in Rhode Island, render him an "idealist" in a social/political sense. By contrast, Hume's pragmatic political philosophy, which reduces ideas of justice to property rights, takes him beyond scepticism into cynicism.

The **main focus** of this course will be on the **Hume and Berkeley's epistemology and metaphysics**. Both shared an emphasis on the principle that all we know is our ideas, a principle that did not vacate empirical philosophy through the efforts of the Scottish common sense philosopher Thomas Reid ((1710-1796), but was finally evicted by G. E. Moore (1873-1958). We will primarily aim to understand Hume and Berkeley on their own terms, with some secondary assistance. Required readings will consist of Hume's *An Enquiry Concerning Human Understanding*, Berkeley's *A Treatise Concerning the Principles of Human Knowledge*, and essays in *The Empiricists: Critical Essays on Locke, Berkeley, and Hume (Critical Essays on the Classics Series)* ed., Margaret Atherton

#### REQUIRED TEXTS

George Berkeley, *A Treatise Concerning the Principles of Human Knowledge*, ed. Jonathan Dancy, OUP 1998.

David Hume, *An Enquiry Concerning Human Understanding*, ed. Eric Steinberg, Hackett, 1993

*The Empiricists: Critical Essays on Locke, Berkeley, and Hume (Critical Essays on the Classics Series)* ed., Margaret Atherton, Rowman and Littlefield, 1998.

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#### COURSE MECHANICS

**GRADES:** 433: PARTICIPATION – 30%; 3 THREE-PAGE PAPERS @ 15% EACH-45%; 4-5 PAGE FINAL PAPER-25%

533- PARTICIPATION – 30%, 3 FIVE-PAGE PAPERS @ 15% EACH-45%; FINAL 6-7 PAGE PAPER-25%

*NOTE: 1 INCH MARGINS ON PAPERS, DOUBLE-SPACED, 12 PT. FONT.*

U of O letter grading: **U of O letter grading, as usual, e.g. C= 73-76, C+ = 77-79, B-= 80-82, B=83-86, B+=87-89, A-=90-92, A=93-96, A+=97-100 (-it's possible). \*Please see appendix A-D for additional information.**

#### SCHEDULE

*NOTE: THE COURSE IS READING-CENTERED---PLEASE BE PREPARED TO READ ABOUT 25-30 PAGES FOR EACH CLASS, AND TO PARTICIPATE IN DISCUSSION BASED ON THE ASSIGNED READINGS.* Participation = Informed discussion based on readings required for that day.

#### **Introduction**

#### **Week I, The House Locke built (readings from Atherton)**

Chapter 1 Tipton. "Ideas" and "Objects": Locke on Perceiving "Things"

Chapter 2. Ayers, "The Foundations of Knowledge and the Logic of Substance: The Structure of Locke's General Philosophy."

#### **Berkeley**

#### **Week II**

**Short biographies of Berkeley,** Berkeley-Johnson Correspondence

Editor's Introduction (Darcy, ed.) *Principles of Human Knowledge* (you may use another source to give you an overview of Berkeley's historical context and philosophical system.)

**WEEK III-IV**

**Tues. Week III. Paper #1. Discuss how the Berkely-Johnson Correspondence reflects the influence of Lockean empiricism and provide a succinct overview of the main points of disagreement.**

Reading: Berkeley, *Principles of Human Knowledge*

**Weeks V-VI****Commentary on Berkeley (Atherton)**

Review of Berkeley

Chapter 5 Cummins, "Berkeley's Ideas of Sense."

Chapter 6 Wilson, "Did Berkeley Completely Misunderstand the Basis of the Primary-Secondary Quality Distinction in Locke?"

Chapter 7 Pappas, "Berkeleyan Idealism and Impossible Performances."

Chapter 8 McCracken, "Berkeley's Notion of Spirit."

**Paper no. 2. With reference to the *Principles* and the secondary sources, provide a comprehensive answer to this question, as though you were George Berkeley: If a tree falls in the forest and there is no one to hear it, does it make a sound?**

**Week VII-VIII**

Hume - short biography, Hume's Abstract of the Treatise.

Reading: *Inquiry*

**Weeks IX-X**

Review of *Inquiry*

Atherton

Chapter 9 Garret, "The Representation of Causation and Hume's Two Definitions of Cause."

Chapter 10 Winkler, "Hume's Inductive Scepticism."

Chapter 13 11 Fogelin, "The Soul and the Self."

Chapter 14 12 Stroud, "Hume's Scepticism: Natural Instincts and Philosophical Reflection."

Discussion of Reid (Stanford Encyclopedia on BB and Section 10 of No. 1 of *Essays on the Intellectual Powers of Man*).

***Paper no. 3. Due Last day of Class. Write an essay referring to both Hume and the Secondary sources, which is a commentary on the following: For Hume, the problem of a connection between cause and effect is the same thing as the problem of induction.***

**Final Papers**

**433. Write a coherent essay expositing Reid's criticism of the doctrine of ideas and explaining exactly how it applies to Berkeley and Hume. Say if you are or are not persuaded by Reid's critique and why. (Reference, BB posting, especially section 10.)**

**OR,**

**Answer one of the 6 questions for 533, below, but in 4-5 pages.**

**533 – choose one of these questions and write a coherent 6-7 page essay as an answer, drawing on material from the required course reading as seems relevant to you.**

1. Explain Hume's theory of justice from book III, Part II: Of Justice and Morals, Sections I-XII, in *A Treatise of Human Nature*.
2. Relate the epistemological differences between Berkeley and Hume to a contemporary philosophical debate of your choice.
3. Relate Hume's epistemology to that of a 20<sup>th</sup> century philosopher of your choice.
4. Write an essay comparing Reid's criticism of the doctrine of ideas with G.E. Moore's.
5. Show how Hume's empiricism is echoed in the work of a 19<sup>th</sup> or 20<sup>th</sup> century philosopher of your choice.
6. Show how Berkeley's idealism is echoed in the work of a 19<sup>th</sup> or 20<sup>th</sup> century philosopher of your choice.

#### APPENDIX, I. A-D.

##### A. Disability

Philosophy Department faculty and instructors do their best to comply with Disability Services policy and instructions, as follows. Please see no. 4 in particular.

At a minimum, Instructors have the responsibility to ensure Full access for students with disabilities by responding to a student's need or request for accommodations as outlined below.

##### **If a student presents you with a notification letter from DS:**

1. You have the responsibility to cooperate with DS in providing authorized accommodations in a reasonable and timely manner. The specific accommodation determines the amount of involvement required. Refer to the section below entitled "Examples of Shared Responsibility" for a description of your involvement in providing the most common accommodations.
2. **If a student does not present you with a notification letter from DS:**
3. If a student requests an accommodation without having presented you with the notification letter from DS, please refer the student to DS. If the student is already on file with DS, a request form just needs to be filled out. If the student is new to DS, the process to review documentation and meet with the student may take some time. If the disability is obvious and the accommodation appears appropriate, you may need to provide the accommodation while awaiting official notification. If you are unsure, please call DS for assistance.
4. **If a student discloses a disability to you:**
5. Ask to see the notification letter from DS. This letter describes the accommodations that the institution is legally mandated to provide. During an office hour or at another convenient time, discuss the letter and the accommodations with the student. Students **MUST** present a notification letter from DS to receive testing accommodations. If the student does not have a letter, please refer the student to DS. Appropriate accommodations will be determined after reviewing documentation of the disability and the student will be issued the notification letter.
6. **If you have a question about the appropriateness of an accommodation:**
7. Questions about the appropriateness of certain accommodations should be directed to the Director of DS.
8. *If a disability is suspected:*
9. Share your concerns with the student regarding his or her performance. If the concern seems disability-related, ask if he or she has ever received assistance for a disability. If it seems appropriate, refer the student to DS for further discussion and guidance. It is the student's decision whether or not to self-identify to DS; however, to receive accommodations, disclosure to DS with proper documentation is required.

##### B. GRADES : U of O Philosophy Department Policy

**What** kind of paper deserves an “A,” “B,” etc.? The following reflects the general standards of the Philosophy Department at the University of Oregon.

**A** = excellent. No mistakes, well-written, and distinctive in some way or other.

**B** = good. No significant mistakes, well-written, but not distinctive in any way.

**C** = OK. Some errors, but a basic grasp of the material.

**D** = poor. Several errors. A tenuous grasp of the material.

**F** = failing. Problematic on all fronts indicating either no real grasp of the material or a complete lack of effort.

Please note: what counts as “excellent” or “OK,” for example, depends in part upon the nature and level of the class in question.

**Discussion** forms an integral part of the course, and your performance will be graded on the basis of the quantity and quality of your participation. You should arrive prepared to discuss the material and course assignments.

### **C. Academic Honesty**

The stiffest punishments possible will be sought for those who plagiarize, fabricate, or cheat. (The usual punishment is an “F” for the course.) The following offers examples of academic dishonesty.

**Plagiarism** Plagiarism is the inclusion of someone else’s product, words, ideas, or data as one’s own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly among disciplines. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

*A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*

*Indebtedness must be acknowledged whenever:*

1. one quotes another person’s actual words or replicates all or part of another’s product;
2. one uses another person’s ideas, opinions, work, data, or theories, even if they are completely paraphrased in one’s own words;
3. one borrows facts, statistics, or other illustrative materials--unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of Academic Learning Services (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another.

Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

### **Fabrication**

Fabrication is the intentional use of information that the author has invented when he or she states or implies otherwise, or the falsification of research or other findings with the intent to deceive.

Examples include, but are not limited to:

1. citing information not taken from the source indicated;
2. listing sources in a reference not used in the academic exercise;
3. inventing data or source information for research or other academic exercises.

### **Cheating**

Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including the giving or receiving of unauthorized help in an academic exercise.

Examples include, but are not limited to:

1. copying from another student's paper, computer program, project, product, or performance;
2. collaborating without authority or allowing another student to copy one's work in a test situation;
3. resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor;
4. writing a paper for someone else or permitting someone else to take a test for you.

#### **D. HOW TO WRITE GOOD PHILOSOPHY PAPERS**

Note: When you get your papers back, there will be comments. The letters in parentheses indicate what aspect of your writing might need improvement and you may see them the second or third time this aspect still needs work.

1. **CLARITY (CL)** Since this is a philosophy paper, make sure that you define your terms and give reasons for claims. All of your ideas should be explicitly stated and not left to the reader to infer. One difference between philosophy and literature is that philosophers spell everything out, while creative writers depend on the imagination of the reader.
2. **PRECISION (P)** Try not to make vague claims or general statements about the ideas in the readings. Be accurate in reporting the views of others and exact in stating your own.
3. **ORGANIZATION (O)** Organize the ideas in the paper into a few coherent paragraphs. Summarize the main claims of your paper in 2 or 3 sentences that you write *after* you write the paper, but put at the very beginning of the paper. This is an appropriate introductory paragraph for a philosophy paper, not a filler or a fluffy beginning.
3. **WRITING MECHANICS (WR)** The mechanics include spelling, punctuation, syntax and complete sentence structure. Make sure that you already have these down or consult a source if you don't. Highly recommended is Strunk and White's *The Elements of Style*. This is available on line at [www.th.bartleby.com/141/](http://www.th.bartleby.com/141/)
4. **ANALYSIS (A)** Analyze claims. This means breaking your ideas down into their simpler components, and defining the TU. Do not start with or rely on dictionary definitions, but use your own words and cite the dictionary only if necessary. Dictionary definitions report usage, whereas a philosophical definition may be critical of current usage or find it vague. Examine the logical consequences of your claims and the claims of others.
5. **CITATION (C)** Cite the required readings this way in your text: (author's last name, page no.) As well, provide a list of citations at the end of the paper. It is important to do this to show you have done the required reading and are not just recycling notes from class or discussion group lectures. If you do use material from lecture, please make sure to cite that as well.
6. **QUOTATIONS (Q)** Quotations should be used to illustrate a claim that you are making about an author. They are not a substitute for explaining the author's thought in your own words. A good strategy is to state the author's ideas in your own words first and then "prove" your interpretation with a short quote.
7. **DIRECT (D)** Be direct. Make sure that you give a direct and focused answer to the question for the paper. This is the most important requirement for papers to reach the B and A range.