

## Hume, Kant, [Rousseau, and others] and the Eighteenth Century: Thinking about the Enlightenment and its legacy — McCrossin

(<http://rci.rutgers.edu/~tripmcc/phil/hkec-syllabus.htm>)

*Of all that we know, it seems the most useful, but least advanced is what we know of human nature.* — Rousseau (*Discourse on the Origin and Foundations of Inequality*)

[Overview](#) — [Policies](#) — [Expectations](#) — [Syllabus](#):

[Unit 1](#) — Selected high water marks of the seventeenth century, leading up to Locke's and Bayle's fin-de-siècle challenges

[Unit 2](#) — Leibniz's and Pope's "Optimisms," in response to Bayle's scepticism (1695-1734)

[Unit 3](#) — Rousseau and Voltaire in the wake of Pope, 1747-1762

[Unit 4](#) — Hume's scepticism and Kant's idealism, 1749-1795

[Unit 5](#) — Turgot, Smith, and Bentham on the concept of an economy, 1770-1780

[Unit 6](#) — Hutcheson, Hume, Reid, and Kant on the concept of taste, 1725-1790

[Unit 7](#) — The end and legacy of the Enlightenment: Hume and Kant again, 1749-1795

[Unit 8](#) — The end and legacy of the Enlightenment: Sade, German Idealism and other legacies, 1791-

Note — Coverage of the above material will be scheduled on a class-by-class basis, depending on the nature and pace of in-class discussion, which schedule will be posted subsequently to our on-line course management site or sites, [Sakai](#) and perhaps also [eCollege](#). Readings, required and optional, are available via links above, in "Resources" in Sakai, or in corresponding sections of Susan Neiman's *Evil in Modern Thought*, available at NJ Books.

General [academic calendar](#)

Summer session's "[dates and deadlines](#)"

[Exam schedule](#) search engine

## Hume, Kant, [Rousseau, and others] and the Eighteenth Century: Thinking about the Enlightenment and its legacy: Overview — McCrossin

(<http://rci.rutgers.edu/~tripmcc/phil/hkec-overview.htm>)

*Of all that we know, it seems the most useful, but least advanced is what we know of human nature. — Rousseau (Discourse on the Origin and Foundations of Inequality)*

“The Enlightenment,” “Enlightenment values,” and various similar turns of phrase punctuate regularly our civil and political discourse. *New York Times* columnist Gary Wills, for example, writing in the aftermath of the 2004 presidential election, thought it important to remind us that we are “a product of Enlightenment values.” Wills’ more conservative colleague David Brooks, writing in the aftermath of 2008’s, thinks it important now to “figure[e] out whether we are children of the French or the British Enlightenment ... [whether] our founding a radical departure or an act of preservation ... a bone of contention between Jefferson and Hamilton, and ... a bone of contention today ....” We are indeed “children of the Enlightenment,” but what this may mean exactly is likely more complicated still.

Trading on the J.G.A. Pocock’s useful idea that there is not one monolithic Enlightenment, but a “family of Enlightenments,” we will work together to develop a sense of their overlaps and influences, in an effort to understand better not just the “bone of contention” that Brooks is preoccupied with, but the various *bones* of contention that appear to divide, but may also ultimately unite us. In the process, we will engage with a variety of key historical turning points — including the Peace of Westphalia and the Glorious, American, and French Revolutions — and a variety of ideas and writings—including those of Bayle, Bentham, Diderot, Hutcheson, Hume, Kant, Leibniz, Pope, Reid, Rousseau, Sade, Smith, Turgot, and Voltaire — as we engage not only with the problem of scepticism, the conventional emphasis in a setting such this, but the problems of the self and of evil, arguably at least as central, if not more central to the course of the Enlightenment, as well as the intellectual inquiries we now know as aesthetics and economics.

... to [longer overview](#)

## Hume, Kant, [Rousseau, and others] and the Eighteenth Century: Thinking about the Enlightenment and its legacy: Expectations — McCrossin

(<http://rci.rutgers.edu/~tripmcc/phil/hkec-expectations.htm>)

The most important expectation is your *active attendance*, as discussed in our [class policies](#).

Your course grade will correspond, as described in section four of our policies, to the average of (i) the average grade resulting from periodic unannounced in-class reading quizzes regarding assigned readings, (ii) the average grade resulting from periodic homework assignments regarding assigned readings, (iii) a [writing assignment](#), (iv) a final exam, if announced, during our scheduled exam period, with (v) active attendance and other [extra-credit opportunities](#), if announced, functioning as our policies describe.

The general goal of the assignments under (i) and (ii) is to provide periodic snapshots of comprehension of the material at hand, and to focus attention in the process on particularly important aspects of the material. The general goal of assignments under (iii) and (iv) is to provide more comprehensive snapshots, broader in focus, and to provide opportunities for creative problem-solving on the basis of our readings and discussions.

Additional assignment guidelines and schedules will be posted under “Announcements” and “Assignments” in Sakai.

## Class Policies — McCrossin

*The following policies are designed to help us to work together as a class as smoothly and productively as possible. They are also available, updated as need be, at: <http://rci.rutgers.edu/~tripmcc/phil/policies-mccrossin.pdf>*

### 1. Classroom dynamics

---

(a) *Active attendance.* A class is a kind of *temporary community*. We come together for a limited period time, and so with a sort of built-in urgency, to address a certain set of issues, in order to come to as much consensus as possible as to how best to respond to them. *Without your active attendance much less can happen that will be engaging and ultimately enlightening to us all.* However shy or otherwise reluctant you may be, in other words, whatever your preferences may be to the contrary, *you must participate in meaningful and regular ways in our in-class discussions over the course of our time together.*

(b) *Attendance except in verifiably extraordinary circumstances.* The material we're addressing at this or that point in the syllabus may seem to some of you to be relatively of overly difficult, and you may feel discouraged as a result from attending this or that class. *You should attend class and participate actively in any case*, and in doing so bring to our attention what you find to be unclear or otherwise problematic. On the one hand, it's safe to say that if you're having difficulty, others are as well, and so not only will you find yourself less isolated as a result, but you'll be helping them to feel the same, and to benefit along with you from whatever ensues in discussion. On the other hand, in a more reasonably selfish vein, you simply owe it to yourself to put yourself in the way of better comprehension.

The material we're addressing at this or that point in the syllabus may seem to some of you relatively or overly straightforward, and you may feel encouraged as a result not to attend this or that class. *Again, you should attend class and participate actively in any case.* On the one hand, it's the truly rare person who doesn't come to understand things more thoroughly as a result of additional conversation and debate. On the other hand, if indeed you're finding the material we're addressing relatively straightforward, on the reasonable assumption that not all of us are, you have a responsibility to help the rest of us to understand things at least as well as you do. My bet is that taking this responsibility will improve your comprehension in turn to at least some satisfying extent.

The material we're addressing *over the course of the syllabus as a whole* may seem to some of you relatively or overly straightforward, perhaps on the basis of some prior class or other sort of exposure, and you may feel encouraged as a result not to attend class generally speaking, confident of a good grade on the basis of your written work alone. *Yet again, you should attend class*

*and participate actively in any case.* Classes not labelled "independent study" are, in fact, *not* independent studies. Rather, they are occasions designed to have each of us benefit from a more collective wisdom. You may have good cause to feel comfortable, even complacent, well enough prepared already to proceed with your written work, but you'll do so without the benefit of your classmates' ideas, and that can only detract from your comprehension, and your ability to represent it in turn. You may indeed do well enough, that is, but the better bet is that active attendance will help to improve your comprehension, however good it may already be, and so help to ensure that you achieve the grade you aspire to ultimately, and just as, if not more importantly the progress in your thinking that you presumably also aspire to, and which you in any case deserve.

Whether you're struggling or complacent, in other words, in the short term or the long, *once more, you should attend class and participate actively in any case.*

(c) *Reporting absences.* In addition to the above common-sense pedagogical reasons for attending class except in verifiably extraordinary circumstances, *it is simply university policy that you and your classmates are expected to attend all of your classes.* If you are compelled by such circumstances to miss this or that class, however, you are *required* to use the university's on-line *Self-Reporting Absence Application* to report the date and reason for your absence, available at the following address.

<https://sims.rutgers.edu/ssra>

An email is automatically sent to me, and so you needn't, and indeed shouldn't, trouble yourself to be in touch with me with additional email.

Needless to say, *this self-reporting mechanism is governed by the University Code of Student Conduct*, available at the following address.

<http://studentconduct.rutgers.edu>

If you are not already familiar with this essential policy, please familiarize yourself with it at your earliest opportunity.

Our policy for missed classes and missed exams and other exercises will be as follows.

*In-class discussion* cannot, given the nature of the activity, be replicated after the fact, but you may nevertheless find it useful to seek out notes that one or another of your classmates may have taken, which may help give you a sense of what we discussed in your absence. You are in any case, responsible for all reviewing and internalizing all the material identified as required in the syllabus that we addressed in your absence.

*If you are compelled to miss a scheduled exercise by verifiably extraordinary circumstances*, reported as

described above, be it in in-class or take-home format, you will have until the next class meeting to complete a make-up assignment that I will set for you, unless otherwise arranged. As you will have at least the advantage of additional time to prepare, and perhaps the additional advantage of completing the exercise in a take-home as opposed to in-class format, your make-up work will have to account for this in some way, in fairness to your classmates who completed the work as scheduled, and the likely way in which this will be accounted for is by having your make-up work be to some degree more difficult. It is clearly to your advantage, then, to make every effort to complete assignments as scheduled.

(d) *Preparing to actively attend.* You'll be able to do so far more usefully, to yourself and your classmates, if you review as thoroughly as possible at least the "required" material we're scheduled to discuss *before* we do so. It's perfectly reasonable to want to wait to do so until *after* we discuss it, in the hope that our discussion will make it more quickly and easily comprehensible. While this may be easier on you, individually, it will be harder on *us*, collectively, as we will benefit that much less from the wisdom you will bring to discussion. Your comprehension of the material will also be better assisted by discussion if you're read in advance the material discussed. In any case, *you are ultimately responsible for reading and comprehending all "required" reading, whether and to whatever degree we review it together in class, and for being prepared to answer reasonable questions about it in class in oral or written form.*

(e) *Avoiding unnecessary distractions.* In order to encourage active attendance, we will want to avoid certain unnecessary distractions.

*No extraneous activity* — Please also refrain from doing other course work or unrelated activities during class, because it can be just as distracting, to you of course, but also to those around you. To those of you who may feel relatively expert at pursuing the above sorts of activities inconspicuously, let me say only that I imagine myself to be relatively expert as well at discerning them nevertheless.

*No electronics* — I understand that we all value generally our various electronic paraphernalia, and in some cases they may act as learning aids. They can also be very distracting, to you and to those around you, and so I would prefer we not use them in class. If you anticipate receiving important communications during class, you are welcome to step out temporarily, and to alert me in advance to the possibility. Laptops, phones, recording devices, and like paraphernalia should otherwise remain safely stowed away. (Exceptions will of course be made in cases of students disabilities that require or their use (see below for details).)

In particular, please be aware that the following policy will be in effect throughout our proceedings, violation of which may result in a course grade reduction:

"Lecture recording

Posted by Gayle Stein on 2012 January 28 at 3:54

On January 27, 2012, the Rutgers University Senate voted to forward the following recommendations regarding recording of faculty lectures to President McCormick for his review:

A. Student Recording

1. The University should prohibit the audio-visual recording, transmission, or distribution of classroom lectures and discussions unless expressed written permission (on syllabi, course sites, or by signed form, for example) from the class instructor has been obtained and all students in the class as well as guest speakers have been informed that audio/video recording may occur.
2. When granting permission for a student to record class lectures or discussions, instructors should be mindful of—and convey to the student requesting permission—issues relating to student privacy and the possible chilling effect on class participation on the part of some students as a result of being recorded.
3. Any recording of lectures or class presentations should be authorized solely for the purpose of individual or group study with other students enrolled in the same class. Such recording may not be reproduced or uploaded to publicly accessible web environments.
4. Recordings of classes or of course materials may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by students enrolled in the class.
5. Violation of this policy may subject a student to disciplinary action under the University's Code of Student Conduct.
6. Instructors should indicate their policy regarding the recording of classroom lectures and discussions on their syllabi or course sites.
7. Information on copyright and the potential consequences of distributing copyrighted materials should be provided during Orientation.
8. Instructors should retain copies of any permission forms that they have granted."

(<http://oirt.rutgers.edu/2012/01/lecture-recording>)

*Please note: To those of you who are tempted to risk ignoring these policies, please be aware in advance that your course grade may suffer as a result, even while you may not be "called out" as a result, in response to individual violations, in class or otherwise.*

(f) Finally, because conversations that avoid unnecessary and otherwise counterproductive uses formality and authority, *please always, in all settings, address me using just my first name.*

## 2. Office hours and communication

---

<http://rci.rutgers.edu/~tripmcc/phil/whereabouts.htm>

## 3. Assignment guidelines

---

(a) *Please adhere thoroughly to all course policies*, here and as may be included in in-class or electronic communication, *and to university policies, including the university's Policy on Academic Integrity*, which may be found at the above address.

<http://studentconduct.rutgers.edu>

If you are not already familiar with this essential policy, please familiarize yourself with it at your earliest opportunity.

The Policy defines plagiarism as the representation of the words or ideas of another as one's own in any academic work. Intentionally committing plagiarism is a serious offense with severe consequences. Instructors are required to report students who intentionally violate this policy to the department chairperson and to the Office of Student Judicial Affairs. The most common forms of plagiarism are:

- Quoting directly or paraphrasing without acknowledging the source (this includes copying or paraphrasing material from a web site without providing a proper citation for the site)
- Presenting the work of another as one's own
- Plagiarizing major portions of a written assignment
- Submitting purchased materials such as term papers

If you are in doubt as to what constitutes plagiarism, and thus what to avoid, please consult the above link, and in particular the links there to "Student Resources" and "Multimedia Resources."

The Policy establishes levels of violations and recommends sanctions. Depending upon the severity of the case and the level of the violation, the sanctions for these violations include: a failing grade for the assignment, failure in the course, mandatory participation in a series of non-credit academic integrity workshops, academic probation, and/or suspension.

All written work not completed and submitted in class, will be submitted on-line, under the "Assignments" link in Sakai, and in the process will be filtered through Turnitin.com, resulting in an "Originality Report," with a percentage-based "Similarity Index," relative to internet sources, publications, and student papers from Rutgers and across the country. Because I am emotionally invested in your success, and so am unlikely to be able to remain entirely objective if and when suspicions of plagiarism arise, and so am likely to be overly inclined to

"cut deals" that may be helpful to you in the short run, but harmful in the long run, *any Turnitin Originality Report indicating significant suspicion of plagiarism* I will forward automatically, without warning or prior discussion, to the "relevant powers that be" in the university, from whom the authors will hear subsequently, and with whom they will have to deal ultimately, with the possible outcome being the array of consequences laid out in the Policy on Academic Integrity, including the above ones. Again, if you have not already done so, you should read and internalize as thoroughly as possible the Policy on Academic Integrity.

(b) *Please also adhere, as thoroughly as you're able, to conventional compositional standards.* In doing so, you will help to ensure that your reader grasps properly what you're attempting to communicate. If you want or need assistance in this, please feel free to reach out to me, of course, but please also remember that we've the good fortune to have Writing Centers at our disposal in both Newark and New Brunswick. More information is available at the following addresses respectively.

<http://andromeda.rutgers.edu/~nwc>

<http://wp.rutgers.edu/tutoring/writingcenters>

There are a number of on-line resources that may also prove useful, some of which available at this address: <http://rci.rutgers.edu/~tripmcc/phil/writingguidelines.pdf>.

(c) *Final exams* will be administered according to university policy. During the fall and spring semesters, pending announcements to the contrary, *final exams will be administered during our assigned exam period*, according to the university's exam schedule.

<http://finalexams.rutgers.edu>

During the winter and summer sessions, final exams in an in-class format will occur during our last scheduled class, those in a take-home format due by the end of that night unless otherwise announced.

(d) *Exercises not final exams* should be completed by deadlines and according to instructions included therein, and in related electronic and in-class announcements.

(e) *All written work* must include at least your first and last names, in the upper right-hand corner of each page, each of which should also be numbered, in such a way as to indicate where in a series of pages it falls ("1/5," "2 of 7," or some such).

(f) *All written work done outside of class to be submitted electronically must be appropriately formatted*, using only Apple's "Pages," Microsoft's "Word," or Adobe's "Portable Document Format." These are *all and only* the computer formats that I have at my disposal. The file or files you submit, that is, *must have* a ".pages" or ".doc" or

“.docx” or “.pdf” suffix. If it is missing one of these suffixes, or has some other one, then I will be unable to review your work and submit a grade for it, and so will be unable to submit a course grade for you ultimately.

*Please be sure in addition that the file bears only your last name and your first name, in this order and connected by a hyphen. Examples of files prepared properly include the following.*

smith-sarah.pages	edwards-robort.docx
jones-robert.doc	roberts-edward.pdf

*If you submit files improperly formatted, you risk my not being able to review them, and seeing your overall grade suffer as a result.*

(g) I am more than happy to meet and work with you as you develop your written work, in general and in detail. Because I cannot feasibly offer to all across the board the possibility of reviewing draft material, however, I must decline in advance to do so, except under extraordinary circumstances. This does not preclude “talking through” in person what you’ve written at different stages of the process.

(h) If you come to anticipate, for some presumably compelling reason, being unable to make an assignment deadline, or in the case of end-of-term assignments come to anticipate appealing for a temporary grade to give you addition time to complete the process, please reach out in this respect as soon as possible.

#### 4. Assignment review and grading

(a) In grading each of your assignments I will begin with the assumption that you’ve completed it satisfactorily and thus have earned an A, in numerical terms 90 percent of full credit. Extraordinary completion will earn you additional percentage points. Less than entirely satisfactory completion will earn you fewer percentage points, typically in increments of five points. Assignment grades will be posted to Sakai unless otherwise specified.

(b) Substantive commentary will typically take the form of an answer key, which I will distribute electronically at a reasonable interval after I’ve received and graded all pending work. Please compare your work to the corresponding answer key and reach out to me with any questions of concerns you may have with my evaluation.

(c) Your course grade will be the letter grade corresponding to the numerical average of your various graded assignments, as enumerated in “Expectations,” taking into account extra-credit work where available as described below. On the basis of this numerical average, a 90% or above will translate to an A, 85-89% to a B+, 80-84% to a B, and so on.

(d) Extra-credit work will not be graded numerically, and so will not influence your grade directly as such. Under the right circumstances, however, it may influence it indirectly. That is *if* your extra-credit work is done well, *and if* your graded assignments put you on the cusp numerically of a higher overall letter grade (if, for example, your overall numerical grade is an 89 percent of full credit, and an A at Rutgers is typically earned by folks with 90 percent and above), then extra-credit work *may* under these circumstances help to boost your letter grade to the next available one (from a C to a C+, for example, a C+ to a B, a B to a B+, or, though less typically, from a B+ to an A). If you are not on the cusp of a higher letter grade (say you have, for example, an 85 overall rather than an 89), then your extra-credit work is less likely, if likely at all to allow for the desired boost, though coupled with *regularly active* participation in class discussions, the two may do the trick. You may submit extra-credit work more than once if you like, but should beware of the “done well” requirement above. If the quality of your individual submissions appears to suffer for the sake multiple submissions, that is, then together they will count much less, if at all. Before you multiply your submissions, then, you should take care to be sure that on each individual occasion you’ve done as good and comprehensive a job as can reasonably be expected. It’s far better, in other words, here and in general, to sacrifice quantity for quality, than quality for quantity.

(e) Sub-standard attendance may result in grade reduction.

(f) Assignment and course grades will be posted to our Sakai “Gradebook” as available. Course grades will be posted ultimately to the university’s “Rosters and Electronic Grading Information System” (REGIS).

#### 5. Students with disabilities

Rutgers abides by the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments (ADAA) of 2008, and Sections 504 and 508 in particular, which mandate reasonable accommodations be provided for qualified students with disabilities and the accessibility of online information. If you have a disability and may require some type of instructional and/or examination accommodation, please reach out to me as soon as possible, so that I can provide or facilitate in providing accommodations you may need. To this effect, if you have not already done so, please register with the Office of Disability Services, the designated office on campus to provide services and administer exams with accommodations for students with disabilities. Office addresses on our different campuses, phone numbers and email addresses, and other sorts of information can be found at the following address.

<http://disabilityservices-uw.rutgers.edu>

*6. These guidelines may be amended by electronic or in-class announcements*

---

Needless to say, then, you should *come to class* and *review carefully all electronic announcements* and *bring to class* whatever questions or concerns you may have. If you miss the occasional class, however, presumably for legitimate reasons, you needn't reach out to me to learn of what announcements you may have missed, as you may rest assured that important announcements will be reiterated in subsequent classes, and in due course electronically.