Course Objectives

This course will focus on psychological concepts from Scottish Enlightenment moral and political thought, including sympathy and spectatorship, that serve as the building blocks for political community for many 18th century philosophers. We will also evaluate the effects of the sentimental revolution in Scotland on early American political thought. In order to understand sentimentalism and its incorporation into modern political thought and practice, we will investigate the following questions, among others: 1) How are human beings naturally constituted?; 2) What role do emotions play in political life?; 3) How can institutions improve or worsen political society?

Our course will be divided into three parts. First, we will look at the roots of sentimentalism in Scotland and Ireland, as well as its role in the Enlightenment more broadly. Second, we will focus on concepts critical to sentimentalism like sympathy, benevolence and spectatorship in the moral and political thought of two key Scotsman, David Hume and Adam Smith. Third, we will turn our attention to the role of affect in the political thought and design of three American founders, James Madison, James Wilson, and Thomas Jefferson, as well as the connection between Scottish sentimentalism and early American political thought. We will also investigate whether the American political institutions the Founders envisioned served to foster or harm sentimental social ties.

Course Materials

Required texts:


**You must have the editions listed of these books for this class.**

Readings marked with an “a” are available on Learn@UW
Readings marked with an “b” can be found online through a JSTOR, Google Scholar, or UW Library search

Highly recommended:

**Course Expectations & Policies**

In order to achieve the goals of this course, there are a few things you must do. First, you will need to complete the readings assigned for each day before class begins in order to prepare and submit your discussion questions (more on these in the assignments section below), as well as to facilitate in-class discussion. Second, you will need to complete your assignments on time, as I will accept no late work without an approved accommodation prior to the due date. Accommodations will be made for those students who have documented proof of an emergency. You should expect our class discussions to provide you with an opportunity to thoughtfully participate and respectfully engage with both the course readings and your peers’ contributions. To ensure that these fruitful discussions are possible, I ask that you are courteous to your peers – this means you will need to turn off cell phones and end conversation before class begins, to not use your laptops for anything besides notes, and to bring the relevant text to class each day. You will also need to actively participate in class.

A successful course requires some things of me as well. Given that you may have questions about the subject, material, assignments, or college generally during the semester, I will be available during weekly office hours, by personal appointment and through email to answer them. I strongly encourage you to use my office hours to come discuss substantive questions or to bring in paper outlines for review. If you email me, be sure 1) to address me like someone you may ask for a letter of recommendation some day rather than someone to whom you are sending a text message, 2) to expect a 24 hour response time, and 3) to restrict your questions to those about format or logistics. I believe it is far more valuable for you to ask substantive questions in person – whether in class or during office hours – so I can give you a comprehensive response and ensure you understand what we have discussed.

I am firmly committed to ensuring equal learning access for all and therefore encourage individuals with disabilities to participate in the McBurney Center’s available programs and activities. If you need an accommodation, you should contact the center at
(608) 263-2741 or mcburney@studentlife.wisc.edu to obtain documentation for your specific needs. You must do so by the end of Week 2 and you must contact me in advance to make appropriate arrangements for exams, etc. Finally, I strictly adhere to the UW Academic Misconduct Process and will report all incidents of academic misconduct the Dean of Students Office — a prerequisite for maintaining academic integrity in our class. To avoid plagiarism, be sure to use either text-specific (e.g., citations to part, section, chapter and paragraph number of Smith’s Theory of Moral Sentiments) or APSA-style citations unless otherwise stated (http://www.apsanet.org/media/PDFs/Publications/APSAStyleManual2006.pdf).

Assignments & Grading
Your grade will be calculated according to your score(s) on assignments in the five following categories:

- **Short paper** [& optional rewrite] (20%)
- **Final paper** (25%)
- **Final presentation** (10%)
- **Midterm exam** (15%)
- **Final exam** (20%)
- **Participation** (10%)

\[ \text{Final Grade} = \text{Final Grade} \]

Your grade will assigned according to the following grading scale:

- **A** ≥ 93.5
- **AB** = 87.5-93.4
- **B** = 82.5-87.4
- **BC** = 77.5-82.4
- **C** = 69.5-77.4
- **D** = 60-69.4
- **F** ≤ 59.9

**Short paper**
Your first assignment will be a one-page single-spaced (12 pt. Times New Roman font) response paper designed to allow you to critically engage with our texts and to develop your writing skills. You will be given a paper prompt during Week 3. This assignment is designed to help you learn how to read carefully by giving you an opportunity to evaluate some of our texts under a close lens. I will provide you with a grading rubric and written feedback when I return your work.

But I also want to give you the opportunity to improve. David Hume, when reflecting on the quality of his own work, emphasized a particularly important part of the learning process: “A man who is free from mistakes can pretend to no praises except from the justness of his understanding. But a man who corrects his mistakes shows at once the justness of his understanding and the candour and ingenuity of his temper” (T App.1). I couldn’t agree more with Hume’s claim and therefore want to reward those of you who are interested in exercising your candor and ingenuity in this class. To do so, I
allow all students the option to resubmit one-page papers. I will only include the higher score of the two submitted papers in your grade, so no student will be penalized for resubmission.

Midterm exam
Your midterm exam will be held on Tuesday, March 4th from 4:00-5:15pm in 225 Ingram Hall. The exam will cover all material assigned from Weeks 1-7. It will consist of identification questions (IDs) and a short essay.

Final paper and presentation
Your final paper (5-7 double-spaced pages, 12 pt. Times New Roman font), due Thursday, April 24th, will allow you to further analyze the role of psychological concept developed in 18th century sentimental thought.
You will also be required to give a 10-minute presentation on your final paper to the class at the end of the semester. By doing so, you will have the opportunity to cultivate your ability to present your research concisely and cogently. I will provide you with a handout with more information about your final paper and presentation at the end of Week 4.

Final exam
Your final exam will be held May 16th, 2014 from 2:45pm-4:45pm in TBA. The exam will be a comprehensive exam on all course readings and lectures and will consist of identification questions (IDs) and both a short and long essay.

Participation
Your participation grade will be calculated based on two things: 1) the quantity and quality of daily discussion questions submitted online through Learn@UW and 2) the quantity and quality of your participation in class. We will begin each class with a 5-10 minute group discussion, in which you will meet with prearranged discussion groups to talk about your submitted questions and to select the best question among the group to pose to the entire class. I will respond to these questions during discussion and during lecture. My hope is that will provide the groundwork for some thought-provoking in-class discussion as well!

Class Schedule
Week 1
1/21: Introduction
In-Class: Class introduction, discussion group assignment, syllabus review
Reading: Syllabus [also available on Learn@UW]
1/23: The Scottish Enlightenment
In-Class: Enlightenment project, Scottish Enlightenment
Read: Kant, “What is Enlightenment?”; Sebastiani, “Beyond Ancient Virtues: Civil Society and Passions in the Scottish Enlightenment”
DUE: SYLLABUS AGREEMENT [on Learn@UW]
Week 2
1/28: Butler’s Sermons
In-Class: Sociability, morality, compassion
Read: Sermon I\(^b\), II\(^b\), III\(^b\), V\(^b\), VI\(^b\)

1/30: Butler’s Sermons
In-Class: Self-love + self-deceit, love of others, limits of human understanding
Read: Sermon VIII\(^b\), IX\(^b\), X\(^b\), XI\(^b\), XII\(^b\), XV\(^b\)

Week 3
2/4: Hutcheson’s Essay and Illustrations
In-Class: Introduction to Hutcheson’s thought, moral sense v. self-love theories
Read: Preface; Treatise I, Section I [pgs. 1-29]

SHORT PAPER PROMPT GIVEN

2/6: Hutcheson’s Essay and Illustrations
In-Class: Controlling our passions, individual + social happiness, virtue
Read: Treatise I, Section II; Treatise I, Section IV, Subsection i; Treatise I, Section IV, Subsection iv; Treatise I, Section V, Subsection iv; Treatise II, Section IV; Treatise II, Section V [pgs. 30-48, 66, 73-80, 94-95, 173-178, 178-187]

Week 4
2/11: Hutcheson’s Compendiara
In-Class: Social sympathy, happiness + virtue
Read: Book I, Chapter II, Subsection IV-XII\(^b\) [pgs. 55-67]

2/13: Hutcheson’s Compendiara
In-Class: Natural law and rights
Read: Book II, Chapter I\(^b\); Book II, Chapter II\(^b\); Book II, Chapter IV\(^b\) [pgs. 103-109, 110-115, 127-132]

FINAL PAPER + PRESENTATION PROMPT GIVEN

Week 5
2/18: Hume’s Enquiry Concerning the Principles of Morals
In-Class: Utility, reason v. passions, benevolence
Reading: Section I [pgs. 13-16]; Appendix I [pgs. 82-88]; Section II [pgs. 16, bottom of the page-20, bottom of the page]; Section IV [pgs. 34, bottom of the page-38]

2/20: Hume’s Enquiry Concerning the Principles of Morals
In-Class: Justice’s motivational dilemma “sensible knave”
Reading: Section V [pgs. 38-51, top of the page]; Conclusion [pgs. 72-82]

Week 6
2/25: Hume’s Enquiry Concerning the Principles of Morals
In-Class: Justice [continued]
Reading: Section III [pgs. 20, bottom of the page-34]; Appendix III [pgs. 93-98]

DUE: SHORT PAPER
2/27: **Hume's Essays**

*In-Class*: Political science, human nature, justice


**Week 7**

3/4: **MIDTERM EXAM** 4:00pm-5:15pm

3/6: **Hume’s Essays**

*In-Class*: Liberty, commerce, progress, contract


**Week 8**

3/11: **Smith’s History of Astronomy + The Theory of Moral Sentiments**

*In-Class*: Wonder, sympathy + sociability

*Reading*: History of Astronomy; The Theory of Moral Sentiments Advertisement [pg. 3], Part I, Section I [pgs. 9-26]

3/13: **Smith’s The Theory of Moral Sentiments**

*In-Class*: Sympathy + mutual sympathy, distinction of ranks + ambition,

*Reading*: Part I, Section II [pgs. 27-43]; Part I, Section III, Chapter I-III [pgs. 43-66]

**DUE: OPTIONAL REWRITE**

*No class 3/18 or 3/20: Spring Break*

**Week 9**

3/25: **Smith’s The Theory of Moral Sentiments**

*In-Class*: Passions + justice

*Reading*: Part II, Section I-II [pgs. 67-108]

3/27: **Smith’s Wealth of Nations**

*In-Class*: Purpose of wealth, division of labor, equality

*Reading*: Introduction and Plan of Work; Book I, Chapters I-II [pgs. 10-30]

**Week 10**

4/1: **Smith’s Wealth of Nations**

*In-Class*: Wages of labor + collusion, prosperity + liberty,

*Reading*: Book I, Chapter VIII [pgs. 81-104]; selections from Book I, Chapter X.c [pgs. 143-147]; selections from Book III, Chapter IV [411-421]; selections from Book V, Part III [pgs. TBA]

4/3: **HBO’s John Adams**

*In-Class*: Movie.

*No reading.*
Week 11
4/8: Wilson’s Lectures on Law
   In-Class: Human understanding, senses + judgment
   Reading: Part I Chapter VI, “Man, as an Individual” [pgs. 585-604, 615-620]
4/10: HBO’s John Adams
   In-Class: Movie.
   No reading.

Week 12
4/15: Wilson’s Lectures on Law*
   In-Class: Social intellectual powers, sympathy, moral sense
   Reading: Part I, Chapter VII, “Man, as a Member of Society” [pgs. 621-630]
   *Tentative. Class may be canceled today.
4/17: Wilson’s Lectures on Law
   In-Class: Society + individual natural rights
   Reading: Part I, Chapter VII “Man, as a Member of Society” [pgs. 630-644]; Part II, Chapter XII, “Of the Natural Rights of Individuals” [pgs. 1051-1066, 1081-1083]

Week 13
4/22: Madison’s The Federalist
   In-Class: Faction, sentiments, + republicanism
   Reading: Nos. 10, 14, 37, 39, 63
4/24: Madison’s The Federalist
   In-Class: Sympathy, popular sovereignty, veneration, separation of powers
   Reading: Nos. 45, 46, 49, 51, 62

DUE: FINAL PAPER

Week 14
4/29: Madison’s Party Press Papers
   In-Class: Sympathy + preservation of liberty, independence
   Reading: Consolidation², Republican Distribution of Citizens³
5/1: Student presentations [5]
   In-Class: Short discussion; presentations
   No reading assigned.

Week 15
5/6: Student presentations [6]
   In-Class: Short discussion; presentations
   No reading assigned.
5/8: Final exam review + wrap-up
   Review study guide.

Finals Week
5/16: FINAL EXAM 2:45pm-4:45pm