



Syllabus for PHIL 682.600: Seminar on Locke

Spring 2015; Dr. Stephen H. Daniel



The Locke seminar focuses on Locke's *Essay concerning Human Understanding* (1690), a seminal text in early modern and Enlightenment thought. We will examine his doctrines on innate ideas, primary and secondary qualities, substance, materialism, dualism, personal identity, and knowledge, considering the historical and philosophical contexts of his work, along (possibly) with his views on government, religion, and education.

Texts: John Locke, *An Essay concerning Human Understanding*, ed. Peter H. Nidditch (Oxford: Clarendon, 1975)
 Readings for seminar meetings—including selections from the *Cambridge Companion to Locke's Essay* (ed. Lex Newman)*—are available online through the Evans Library or on the [eCampus course website](#).

- Jan.** 20 Locke background, Nidditch vii-xxvi
 22 J. R. Milton, "[John Locke: An Essay concerning Human Understanding](#)"
 27 Ryan Innate knowledge, *Essay* I.i-ii;
 29 Jolley, *Locke*, [ch. 3](#); Rickless, "[Locke's Polemic](#)"*
- Feb.** 3 James The Mind, *Essay* II.i-ii, ix-xii, xxxii
 5 Kulstad, "[Locke on Consciousness and Reflection](#)"; Weinberg, "[Coherence of Consciousness](#)"
 10 Jennifer/ James Free will, *Essay* II.xxi-xxii
 12 Chappell, "[Power in Locke's Essay](#)"*; Yaffe, *Liberty Worth the Name*, [ch. 1](#)
 17 Dong Personal Identity, *Essay* II.xxv-xxvii
 19 Winkler, "[Locke on Personal Identity](#)"; Gordon-Roth, "[Locke on the Ontology of Persons](#)"
 24 Steve/Rob Moral Knowledge, *Essay* I.iii, II.xx, xxviii; III.xi; IV.iii.18
 26 Schneewind, "[Locke's Moral Philosophy](#)"; Colman, "[Locke's Theory of the Law of Nature](#)"
- Mar.** 3 Sungyoon Substance, *Essay* II.xxiii, xxx-xxxii
 5 Bennett, "[Substratum](#)"; McCann, "[Locke on Substance](#)"*
 8 **First paper due** (Sunday midnight)
 10 Rob Primary & Secondary Qualities, *Essay* II.viii
 12 Stuart, "[Locke's Colors](#)"; Jacovides, "[Locke's Resemblance Theses](#)"
 24 Curry Mechanism, Superaddition, God, *Essay* IV.iii.6; IV.x
 26 Wilson, "[Superadded Properties](#)"; Ayers, "[Mechanism, Superaddition, and God's Existence](#)";
 Wilson, "[Superadded Properties: A Reply to M. R. Ayers](#)"
- 31 Steve Theory of Language: Names *Essay* III.i-iii, vi-viii; Imperfection/Abuse *Essay* III.ix-xi
- Apr.** 2 Ashworth, "[Locke on Language](#)"; Losonsky, "[Language, Meaning, and Mind](#)"*
 7 Dong Natural Kinds, *Essay* III.iv-vi
 9 Ayers, "[Locke vs. Aristotle on Natural Kinds](#)"; Jones, "[Locke on Real Essences and Natural Kinds](#)"
 14 Sungyoon Knowledge, *Essay* IV.i-ii, iv, xi-xiv
 16 Newman, "[Locke on Knowledge](#)"*; Allen, "[Locke and Sensitive Knowledge](#)"
 21 Curry/Ryan Scientific Knowledge, *Essay* IV.iii, vi-ix
 23 Kochiras, "[Locke's Philosophy of Science](#)"; Anstey, *Locke and Natural Philosophy*, [ch. 1](#)
 28 Jennifer Faith and Reason, *Essay* IV.xvii-xix
 30 Wolterstorff, "[Locke's Philosophy of Religion](#)"; Jolley, "[Locke on Faith and Reason](#)"*
- May** 5 [No class: redefined Friday class]
 10 **Second paper due** (Sunday midnight)

Presentations/Papers/Grades: twice during the semester, seminar members will prepare a six-page outline of primary texts and secondary sources and lead a discussion of their outlines. Together, these outline presentations count for 30% of the semester grade. A 10-page paper (30%) and a 20-page paper (40%) are due on the indicated dates.

Office hours (YMCA 417): Tues/Thurs 11:00-1:30 and 3:45-5:00 (except on colloquia/meeting days). **Phone:** 324-4199 (cell). **Web:** philosophy.tamu.edu/~sdaniel/. **Email:** sdaniel@tamu.edu.

Students with disabilities are guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Dept of Student Life, [Disability Services](#), Cain Hall B118, or call 845-1637.

Students are bound by the Aggie honor code not to lie, cheat, steal, or tolerate those who do. If you violate the code (e.g., by plagiarizing something from the Internet), you fail the course. For information on cheating and plagiarism, go to <http://aggiehonor.tamu.edu/>.

Notes for Outlines/Presentations/Papers

Your presentation has two aspects: the first is something that you do in our seminar meeting, namely, summarize the basic argument and ideas developed in the readings. Presumably everyone in the seminar will have read that material and will have comments or questions. You will also have a chance in the subsequent meeting of the seminar to discuss issues we did not talk about on your outline or further thoughts you have, as well as issues from your presentation that bear on points raised in the readings of the subsequent meeting. The second aspect of your presentation is your written outline distributed no later than the night before by email. (A [sample outline](#) can be found in the Content section of the eCampus webpage for the course.) You want your outline to look like an outline of a paper you are writing, the theme of which is Locke's treatment of the topic that you have selected. The outline is your chance to show how you would write a paper that says "here is Locke's doctrine of X."

The Outline should begin with a short paragraph about how the topic has occasioned different interpretations among Locke scholars. [To get a sense of the range of scholarly interpretations, consult the following online resources: (a) the [Philosopher's Index](#) (available through the Evans Library), (b) [PhilPapers](#), and (c) the [Stanford Encyclopedia of Philosophy](#).] Note briefly the places where Locke makes the pertinent claims and indicate (in passing, citing them in a footnote) how specific commentators have disagreed on the issue. Then indicate, in separate paragraphs, (1) your primary sources and (2) useful secondary sources. Your final introductory paragraph should be your thesis statement, the claim about Locke's thought that you want to defend, followed by a sentence on how your outline lays out the defense of that thesis.

Both the 10-page research paper and the 20-page term paper should have the following structure:

- a) after the title (which will be something like "Locke on X" or "Locke's Doctrine of X"), one or two paragraphs should indicate the issues that have arisen in the scholarly literature about how to interpret his discussion of X, followed by an indication of the specific problems you plan to address and the order of your main points. Use a note to identify the main advocates of positions you will engage.
- b) each section of the paper should have a title and should be at least 3-4 pages long. For the short paper, that means there will be no more than three sections.
- c) a final brief (less than a page) section, entitled "Concluding Remarks," indicating how the points you made address the issues you raised.
- d) footnote citations should adopt the following format:

(author, book)	Nicholas Jolley, <i>Leibniz and Locke</i> (Oxford: Clarendon Press, 1984), 35.
(essay in book)	Samuel C. Rickless, "Locke's Polemic against Nativism," in <i>The Cambridge Companion to Locke's "Essay concerning Understanding,"</i> ed. Lex Newman (New York: Cambridge University Press, 2007), 42.
(journal article)	Thomas Lennon, "Locke and the Logic of Ideas," <i>History of Philosophy Quarterly</i> 18 (2001): 155-56.
(translation)	Rene Descartes, <i>Conversation with Burman</i> , trans. John Cottingham (New York: Oxford University Press, 1976), 17.

You should cite all references to Locke quotes parenthetically in the text itself at the end of the sentence, not in a footnote. Use internal references when the location is small enough for someone to find the passage easily. For example, E II.21.69 tells the reader that the cited passage is from the *Essay* book II, ch. 21, section 69. Add the Nidditch location (separated by a colon when the section is longer than a page (E II.21.69: 281). The period goes after the parenthesis.

Insert something like the following as a note the first time you refer to a quote: "Abbreviations used: *An Essay concerning Human Understanding* (E), ed. Peter H. Nidditch (Oxford: Clarendon Press, 1975); *Some Thoughts concerning Education* (TE), ed. John W. Yolton and Jean S. Yolton (Oxford: Clarendon Press, 1989); *The Works of John Locke* (W) (London, 1823)." A citation of a work referred to in a previous note should list simply the author's last name and an abbreviated title (e.g., Lennon, "Logic of Ideas," 160). If you cite a secondary source repeatedly, abbreviate it (e.g., Lennon) and insert it parenthetically in the text. Use only standard sources, never other editions or translations unless you have a reason to do so.