

TWO TREATISES OF GOVERNMENT. 11 classes.

9/1. Title page and Intro. to *Two Treatises*, pp. 136-39. *Second Treatise*, ch. 1-2, pp. 267-78. Equality, natural law, state of nature.

Locke, *Some Thoughts Concerning Reading and Study* (Blackboard).

Locke, "An Essay for the Understanding of St. Paul," in *Writings on Religion*, 51-66 (how to read St. Paul—and Locke).

Hobbes, *Leviathan*, ch. 13; first 5 paragraphs of ch. 14; read the names of various laws of nature in the margin of ch. 15, para. 16-32; also read all of the last 7 paragraphs of ch. 15 (= para. 34-41) (Blackboard).

9/6. *Second Treatise*, chapters 3-5. Liberty, state of war, property.

9/8. *Second Treatise*, ch. 6. Property, capitalism, rights and duties of parents and children.

Locke, Scheme for Employment of the Poor, 1697, in *Political Writings of John Locke*, ed. Wootton, 446-61 (Blackboard).

9/13. *Second Treatise*, ch. 7-9. Marriage, contracts, formation and purpose of civil society, primitive society.

9/15. *Second Treatise*, ch. 10-14. Purpose of civil society, civil society versus commonwealth, limits of legislative, supreme power, executive, federative, and prerogative.

9/20. *Second Treatise*, ch. 15-19. Conquest, tyranny, dissolution of government. We will focus on ch.16, and these selections from ch. 17-19: sec. 99, 202, 209-10, 222-5, 228, 230, 235 (up to "secondly"), 243.

9/22. Overview of *Second Treatise*.

Aristotle, *Politics*, bk. 1, ch. 1-2; bk. 3, ch. 9; Aristotle, *Nic. Ethics*, bk. 5, ch. 7 (Blackboard).

9/27. *First Treatise*, ch. 1-4.

OPTIONAL: West, "Dostoevsky - Sins of the Fathers" (Blackboard).

9/29. *First Treatise*, ch. 5-8. We will concentrate on ch. 5-6.

10/4. *First Treatise*, ch. 9-11. This assignment is much longer than usual. Focus on ch. 9 and the first six sections of ch. 11.

10/6. Overview of *Two Treatises*.

ESSAY ON HUMAN UNDERSTANDING. 4 classes.

10/11. *Essay Concerning Human Understanding*.

Epistle to the Reader, first 7 paragraphs, up to “The Bookseller will not forgive me.”

1.1 and 1.3 (book 1, chapter 1, “Introduction,” and book 1, chapter 3, “No Innate Practical Principles”).

1.4.1-2 (book 1, ch. 4, “Other Considerations,” §1-2) (origin of ideas, children), §8, 16 (on children, God), §22-25 (the power of other men’s opinions, and the political meaning of “innate ideas”).

2.1.1-5. Ideas. 2 pp.

2.2. Simple and complex ideas; man’s smallness in the world. 2 pp.

2.7.1-6, the usefulness of pleasure and pain to spur us on. 3 pp.

2.8, sec. 9-10, 15. Primary and secondary qualities. 1 page.

2.11.9. Abstraction. 2 pp.

2.12. Complex ideas: modes (simple and complex), substances, relations. 3 pp.

2.13.18-19, 27 (substance, confusion of ideas and words). 2 pp.

2.20. Modes of pleasure and pain. 4 pp.

Thomas Jefferson, *Opinion on the French Treaties, 1793* (on the moral sense) (Blackboard).

Samuel West, *Right to Rebel, 1776*, 410-411 (moral sense) (Blackboard).

10/13. Fall Break—no class.

10/18. *Essay*. Book 2, ch. 21 (“Of Power”). 53 pp.

Compare the mention of flowers in Epistle to the Earl of Pembroke (p. 4 in Nidditch ed.).

Also IV.12.11, on reality of summum bonum.

Zuckert, *Launching Liberalism*, 323-6 (Blackboard).

Strauss, *Natural Right and History*, 246-51 (end of Locke chapter) (Blackboard).

Hobbes, *Leviathan*, first 6 paragraphs of ch. 11 (on happiness) (Blackboard).

10/20. *Essay*

2.23.1-3, 6, 11. Complex idea of substances. We cannot know substances. 3 pp.

2.27.8-11, 16-26. The self, personal identity. 11 pp.

2.28.4-16, 20. On moral laws. 8 pp.

2.31.12-14. Adequate and inadequate ideas. 2 pp.

3.1.1. Language and sociability. 1 page.

3.2.8. Arbitrariness of language. 1 page.

3.3.11-17. General terms. Universality belongs not to the things themselves, which are all of them particular in their existence. 5 pp.

3.6.22-23, 26, 28, 30, 37. Locke might seem to be a nominalist, he is not, as these sections show. 6 pp.

3.9.3, 11, 15, 23. Civil and philosophical language. Obscurity of Bible. 2 pp.

3.10.9-14, 34. Abuse of words. Critique of academic jargon, “postmodernism,” “Enlightenment.” 4 pp.

3.11.15-16. Morality can be demonstrated. 1 page.

10/25. *Essay and Discourse of Miracles*.

4.12.10-13. Improvement of our Knowledge. On the limits of science. 3 pp.

4.14. Of Judgment. 2 pp.

4.15. Of Probability. 4 pp.

4.16. Degrees of Assent, i.e., of judgments of probability. 10 pp.

4.17.4 (fourth para only), 19-24 (reasonable arguments). Reason. 4 pp.

4.18. Faith and reason. 9 pp.

4.19.1-6, 10, 13-16. Enthusiasm. 8 pp.

4.20. Of Wrong Assent, or Error. Locke's case for philosophy. 14 pp.

Also: *A Discourse of Miracles*, in *Writings on Religion*, 44-51.

Locke on his proof of God's existence, in "A Letter to the Bishop of Worcester," *Works of John Locke* (London, 1824), 3:52-54 (Blackboard).

EDUCATION: MORAL AND INTELLECTUAL. 4 classes

10/27. *Some Thoughts Concerning Education*, §1-70. We will focus on the Epistle Dedicatory, and § 4, 6, 7, 30, 31, 33-34, 38, 40-42, 45, 46, 50, 56, 61, 66, 70.

11/1. *Education*, §71-146. We will focus on §93, 94, 100, 103-105, 110, 115-122, 130, 131, 135, 136, 140-143, 146.

11/3. *Education*, §147-216. We will focus on §147, 157-159, 164, 168 (only the paragraph on the bottom of p. 128), 174, 184-187, 189 (only the paragraph that ends on the top of p. 141), 190.

11/8. *Conduct of the Understanding*, all. We will focus on §1-6, 8-12, 23-24, 34, 44-45.

RELIGION: TOLERATION AND REASONABLENESS. 7 classes + conclusion.

11/10. *Letter on Toleration*, all.

11/13, Sunday, 5:00pm. Second paper due.

11/15. Continuation of *Toleration*.

11/17. Overview of Locke so far.

11/22. *Reasonableness of Christianity*, pp. 1-101 (ch. 1 to the middle of ch. 9), in *Writings on Religion*. These are the page numbers of the first edition, printed in the margin. We will focus on:

- ch. 1-4: pp. 1-30.
- ch. 5: 31-32, 43-44.
- ch. 6-7: pp. 48-52, 55, 58, 59-60.
- ch. 8: 61-62, 67, 69-74.
- ch. 9: 86-87, 90, 99-101.

11/24. Thanksgiving Break—no class.

11/29. *Reasonableness*, 101-243 (middle of ch. 9 to end of ch. 12).

- ch. 9: 104, 107-109, 118-24, 144-51, 154-5, 158-60.
- ch. 10: 164-7, 169-70, 178-82, 184-8, 190-91.
- ch. 11: 191-2, 194-7, 199-209, 211-13.
- ch. 12: 215-23, 225-34, 239, 242-3.

12/1. *Reasonableness*, 243-304 (ch. 13-15).

- ch. 13 and 14: 243-90.
- ch. 15: 291-2, 298-304.

12/6. *Reasonableness* concluded.

12/8. Strauss on Locke, and conclusion.

Strauss, *Natural Right and History*, 202-51 (subchapter on Locke) (Blackboard).

COURSE REQUIREMENTS:

Papers and exams are graded according to these criteria: (1) thoroughness (containing the most important points appropriate for essays of the assigned length); (2) key points supported by evidence from the readings; (3) clearly written; (4) well organized; (5) correct in regard to English grammar, word use, and spelling. Papers and Comments should be printed 1.5 spaced, one-sided or two-sided.

Approximately 65% of the grade. Two papers. For both papers, send me an electronic copy by 5:00 pm on the Sunday due date. Hand in a printed copy on Monday by 5:00pm in the mail slot outside my office door. For footnotes, use Chicago (= Turabian) style:

http://www.chicagomanualofstyle.org/tools_citationguide.html. Late papers will be accepted, but the grade will typically be lowered.

Your aim in both papers should be to develop an argument that builds on but goes beyond our class discussions. Look for things that are controversial or difficult or puzzling and analyze them. Answering some sort of challenge—arising from either a deceptive surface impression or from an erroneous scholar—makes a paper more engaging and informative. The paper is not about the student's own reaction to, or disagreements with, Locke's argument. Nor is it about Locke's relation to other authors in European theology, philosophy or political thought. Try to figure out why Locke would choose to say the things he does. What is he telling us, on the surface or between the lines?

The first paper (2,000 to 2,500 words—about 6-8 pages) will be an interpretation of one week's assigned readings. Students will be told which week's readings they are to write a paper on. The paper will be due on the Sunday preceding the week in question. By *interpretation* I mean a brief overview of the main points together with a discussion of what the author is doing in these readings. No need for secondary sources.

For **the second paper** (3,100 to 3,700 words—about 10-12 pages), suggested topics will be distributed. Students may also propose their own. Topics, whether suggested by me or proposed by the student, must be approved by email. Students should speak directly to me while they are deciding on an appropriate topic. If you change your mind about the topic after you get started, please check with me before you proceed.

In the second paper, you should provide an interpretation of an important theme or topic in one or more of the assigned readings. You should show that you have a basic understanding of how your interpretation compares with two or three leading or thoughtful scholars with whom you disagree at least in part. Please keep this discussion of scholars to a minimum unless there is a direct relation to your theme; the interpretation of Locke is the main point of the paper. I will put a variety of articles and books on Blackboard. Some of these are of the highest quality, while others are mediocre. You can look at some of these to get an idea of the scholarship. I will put a variety of articles and books on Blackboard.

10%. Final examination.

25%. Attendance, participation, preparation, “Comments.” For every class day, students should prepare not only the readings assigned for that day, but also review the readings discussed on the previous class day. Students are encouraged to read ahead as much as possible, and then to study the specific assignment with greater care when it is scheduled for class. I will call on students, sometimes at random, to explain the surface meaning of the ideas in the assigned readings.

Once a week, students are required to **hand in a short “Comment”** about the assigned readings (200 to 250 words). The Comment must be printed and handed in at the beginning of class on the due date. Put your name, date, and title at the top. No email copy needed. Comments will not be formally graded and may or may not be returned with my assessment.

The Comment should say something informative and insightful about one of the main points of the readings assigned but not yet discussed in class. You may refer to material already discussed to clarify your point. If your Comment is due on a day for which there is no new assignment, look for a topic from the previous two days' readings about which you have something distinctive to say.

No Comments are due in the first and last weeks, or in the weeks of Fall Break or Thanksgiving. Late Comments will not be accepted, but you may skip 3 Comments without penalty. There are 9 total Comments due for the semester. Students with last names A-G will have a Tuesday due date, and the rest Thursday.

BOOKS REQUIRED:

Locke, John. *An Essay Concerning Human Understanding*. Ed. Peter H. Niddich. Oxford University Press, 1979. ISBN 0198245955.

Locke, John. *Letter Concerning Toleration*. Indianapolis: Hackett, 1983. ISBN 091514560X. I will also post Locke's original Latin text on Blackboard.

Locke, John. *Some Thoughts Concerning Education*. Ed. Ruth W. Grant and Nathan Tarcov. Indianapolis: Hackett, 1996. ISBN 0872203344.

Locke, John. *Two Treatises of Government*. Ed. Peter Laslett. New York: Cambridge University Press, 1988. ISBN 0521357306.

Locke, John. *Writings on Religion*. Oxford University Press, 2002. ISBN 0199243425.

Blackboard items—which can also be found at tinyurl.com/LockeCourse

TO CONTACT THE INSTRUCTOR:

Office hours (Kendall 313): TuTh 11:00-11:15, 1:00-2:15, 3:45-4:00. I am often in the office at other times. Come by and knock. Email: twest@hillsdale.edu. Cell phone 972-849-8515, 8:00am to 10:00pm. Email, text, or phone to contact me.

OTHER MATTERS

Students are bound by College rules and regulations, including the Policy on Academic Honor.

Computers and other electronic devices must be silenced and put away. This article explains: <http://pss.sagepub.com/content/25/6/1159> (“Advantages of Longhand Over Laptop Note Taking”).

Food and drinks are permitted if consumed silently and cleaned up.

Reasonable disability accommodations will be granted with appropriate documentation.