

file: class-520.1

Spring 2001

PHI 520/420: LOCKE'S MORAL PHILOSOPHY

Professor: Dr. Kristin Shrader-Frechette

Class Time: Wednesday, 5-7:30

Classroom: 108 DeBartolo

Website: <http://www.nd.edu/~kshrader/courses>

To help the professor learn everyone's name, quickly, please sit in the same spot for every class. Also, please bring a photo by class 2 or 3 at the latest, so professor gets to know you.

Place of Office Hours: Decio 309 (sign-up sheet available on office door)

Professor's Office Hours: Tuesday, Thursday: 3:15-3:45 p.m.; Wednesday 4:00-5:00 p.m.;
or any other day and time, by prior appointment

Course Goals: to understand the moral philosophy of John Locke;
to evaluate the ethical and epistemological assumptions underlying his moral
philosophy;
to assess alternative perspectives on his moral philosophy.

Course Requirements: active analysis in each class; 2 analytical papers; in-class presentation.

Course Texts: LET = Locke, Letter Concerning Toleration, Hackett, paper, \$4.95
LN = Locke, Questions Concerning the Law of Nature, Cornell, cloth, \$39.95
2T = Locke, Second Treatise on Civil Government, Prometheus, paper, \$4.95
ED = Locke, Some Thoughts Concerning Education, Oxford, \$26.95
(plus articles on reserve in library, such as those from Ashcroft (ed.), Locke: Critical Assessments, 4 vols.)

Basis for Determining Course Grade:

75 percent, 3 short papers, as specified later in syllabus

25 percent, in-class (verbal) analysis of books and articles: be prepared to analyze at every class.

Final Grade: Students who wish to receive their grades immediately and/or to know how professor computed grades should turn in a stamped, self-addressed envelope on the last day of class.

Grading Procedures: (1) Please come to office hours, or make an appointment by signing sheet on professor's door, or see Dr. Shrader-Frechette at class. She typically will not be answering e-mail quickly, because she is overwhelmed by hundreds of messages. Be sure to ask questions (on previous material) at beginning of each class.

(2) On all assignments of any kind, the professor presupposes correct grammar and spelling. Students will lose points for all errors of spelling or grammar, as well as for logical, conceptual, or factual errors made in any course work. Students also will lose points for not adhering to the paper format.

Late papers: Because of the importance of treating everyone equally, the professor will accept no late papers unless the student notifies the professor, before the day and time of the deadline, about personal/ family sickness or family death. If students must miss class because of something such as an athletic competition, they should turn in papers early, at the last class before they leave, or they should send paper to class with another student.

Format for Three Papers: Turn in two copies of each paper, but also bring copies of paper 1 and paper 3 for every member of class.

Paper 1: Argument Outline for Paper 2: The maximum length for this paper is 3 pages (2 pages of text and one page of references). The text of this paper should contain only 10 clear, concise, meaty argument-sentences. These 10 sentences should include, in order, the student's thesis, first argument for the thesis, objection to the first argument, response to the first objection, second argument for the thesis, objection to the second argument, response to the second objection, third argument for the thesis, objection to the third argument, and response to the third argument. Students can refer to these 10 sentences as T, A1, O1, R1, A2, O2, R2, A3, O3, R3. The form for each of the sentences should be: "Person X is arguably correct/incorrect/incomplete . . . in holding/assuming, ignoring . . . because Z." Follow format of paper distributed with the syllabus. Students may choose any topic they wish, but paper 1 should be of this form, that is, original, analytic, and not a research paper. Include 5-10 references on page 3 of paper and be sure to use citation format for Philosophy of Science. Use only professional references, and make sure they are the best on the topic. Single space within sentences; double space between sentences. Do not exceed the page-length limitation.

Paper 2: Students should correct the outline for paper 1 on the basis of criticisms given and expand the paper to 5 pages, double spaced, of text/arguments, plus 1 page of references, as in paper 1. A paragraph or more should be added to develop/defend each of the 9 sentences of paper.

Paper 3: In-class presentation; use same format as for paper 1.

Outline of Lectures and Assignments

DATE	TOPIC	ASSIGNMENT DUE TODAY
1-17-01	1A. Overview of course 1B. Locke's life and work 1C. Tensions in Locke's work 1D. Using the 5 logical criteria and avoiding logical fallacies	1. Read first half of LET.
1-24-01	2A. Locke's view of toleration 2B. The ethical and epistemological union of his views on toleration 2C. Critical analysis of Locke on toleration	2. Read second half of LET.
1-31-01	3A. Comparing Locke and Aquinas on toleration 3B. Comparing Locke and MacIntyre on toleration Paper 3: Who is more correct, Locke or James Proast ("The Argument of the Letter Concerning Toleration")? * _____	3. Read 2T, chs. 1-2. Read LN, first third.
2-7-01	4A. Locke on natural law 4B. Macpherson on Locke on NL 4C. Critical evaluation of 4A and 4B Paper 3: Who is more correct about Locke's theory of natural law, Parry, Dunn, or Grant (Ashcroft III, chs. 36-38)? * _____	4. Turn in paper 1.
2-14-01	5A. Evaluation of paper 1. 5B. Critical evaluation of Locke on natural law. Paper 3: Are Oakley and Urdang right in their voluntarist view of Locke on natural law (Ashcroft II, ch. 18)? * _____	5. Read LN, second third.

Outline of Lectures and Assignments

DATE	TOPIC	ASSIGNMENT DUE TODAY
2-21-01	6A. Critical evaluation of Locke on natural law. 6B. Does Locke have a partisan concept of morality or does natural law preclude it? Paper 3: Is Byrne's utilitarian/developmental account of Locke's natural law correct (Ashcroft II, ch. 17)? * _____	6. Read 2T, ch. 3. Read LN, third third.
2-28-01	7A. What is Locke's view of slavery? 7B. What is Locke's view of human rights? 7C. Critique of 7A and 7B. Paper 3: Who is more correct on Locke's view of rights, Strauss or Simmons (Ashcroft III, chs. 42-43)? * _____	7. Read 2T, ch. 4.
3-07-01	8A. What is the epistemic basis for Locke's view of property? 8B. Mistaken views of Locke on property. 8C. Critique of 8A and 8B. Paper 3: Is Macpherson right about Locke on property? * _____	8. Turn in paper 2. Read C. B. Macpherson, <u>The Political Philosophy of Possessive Individualism</u> or secondary accounts of it.
3-14-01	SPRING BREAK	SPRING BREAK

Outline of Lectures and Assignments

DATE	TOPIC	ASSIGNMENT DUE TODAY
3-21-01	9A. What would Locke say about contemporary property rights? 9B. What is wrong with several views of Locke's property rights? Paper 3: Is Tully right about Locke on property? * _____	9. Read 2T, chs. 6-7. Read James Tully, <u>A Discourse on Property</u> or secondary accounts of it. Read S-F article on Locke.
3-28-01	10A. What is Locke's view of paternalism? 10B. Critique of 10A. 10C. What is Locke's view of the social contract? Paper 3: Is Hume's evaluation of the social contract defensible? * _____	10. Read 2T, chs. 8-13. Read Hume, "Of the Original Contract"
4-4-01	11A. Is the Lockean social contract fictional or real? Is the Lockean state of nature fictional or real? 11B. Criticism of Locke's contract. Paper 3: Who has a more plausible view of Locke's contract, Ryan or Hundert (Ashcroft III, chs. 55-57)? * _____	11. Read 2T, chs. 14-19.
4-11-01	12A. What is Locke's view of consent, especially tacit consent? 12B. Critique of 12A. Paper 3: Is Seliger (Ashcroft III, ch. 64) correct about the revolutionary nature of the vehicle of consent? * _____	12. Read ED, first third. Re-read 2T, chs. 8-19.

DATE	TOPIC	ASSIGNMENT DUE TODAY
4-18-01	<p>13A. What is Locke's notion of "prerogative"? discretionary power?</p> <p>13B. Application of 13A today.</p> <p>13C. Locke's views on virtue—the end or goal of education.</p> <p>Paper 3: Can Locke reconcile his view of majority rule with his account of human rights? How?</p> <p>* _____</p>	13. Read ED, second third. Reread 2T, ch. 14.
4-25-01	<p>14A. What is Locke's view of tyranny? of sovereign immunity?</p> <p>14B. How is 14A applicable today?</p> <p>14C. Critique of 14A.</p> <p>Paper 3: Is Locke's notion of the <u>tabula rasa</u> and individualistic knowing in the <u>Essay</u> consistent with the social account of knowing given in ED (Ashcroft II, chs. 27, 29)—Neil, Spellman)?</p> <p>* _____</p>	14. Read ED, third third. Re-read chs. 16-19 of 2T.
5-2-01	<p>15A. Is Locke's view of the role of virtue in moral theory defensible?</p> <p>15B. Is Locke's view of the social virtues defensible?</p>	15. Have a happy summer!