

**Philoso 3026F:  
John Locke**

**Course Outline 2021-22**

**Dr. Benjamin Hill**

**Fall Term 2021**

**Lecture (001)**

**T 13:30–15:20 Eastern**

**Th 13:30–14:20 Eastern**

**AHB-1B04**

**Instructor: Dr. Benjamin Hill (he/him/his)**

**STVH 3140**

**519.661.2111 (x80143)**

**Virtual Office Hour: upon request**

**Email: Please use OWL Messages**

**Emergencies Only: [bhill28@uwo.ca](mailto:bhill28@uwo.ca)**

**LAND ACKNOWLEDGEMENT**

We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis, and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research, and community service.

**COURSE DESCRIPTION**

**John Locke**

John Locke is widely considered one of the founders of the modern, secular age. His commitments to reason, equality and personal liberty, and toleration are seen as Enlightenment, liberal values that outshone the dark, medieval restrictions imposed on thought and society by religious orthodoxy. Insofar as we instinctively share those values and commitments, we are Lockeans. Thus framed, Locke's personal religious beliefs are commonly seen as aberrations, unfortunate echos of his age that he could never fully shake off or naturalize as the logic of his philosophical commitments would dictate.

In recent years, some scholars have begun to question this narrative and argued that Locke's religious beliefs and commitments were not only philosophically well-considered and well-grounded but even were central to his philosophical vision of people and society. This course will critically explore the nature and role of religious and

**COURSE GOAL**

The goal of this course is to explore some recent, paradigm-altering trends in Locke scholarship and cultivate in students a deeper understanding of Locke's global philosophical vision. Adding nuance and richness to the typical conception of Locke's philosophical thought is a central aim of this course.



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theological ideas across Locke's thinking in four core areas—human nature and philosophical anthropology, the foundations of morality, political equality and the origins of political authority, and toleration and the separation of church and state.

*Theoretical History of Philosophy (THOP)*: This course is designed to support the theoretical study of the history of philosophy. As such the foci of the course are developing the student's capacity to engage in academic research in the history of modern philosophy as well as develop deep understanding and appreciation of the philosophical ideas and arguments developed and championed by John Locke.

Prerequisites: Philoso 2202F/G

Antirequisites: None

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

**PREFERRED NAMES AND PRONOUNS**

If you prefer to be called something other than the name on file with the Registrar, please let us know. Please also feel free to specify the pronoun(s) you wish to be referred to by. If anyone mispronounces your name or forget your preferred name/pronoun, please correct them. I always greatly appreciate being corrected when I mispronounce or forget someone's preferred name/pronoun.

**ONLINE E-LEARNING PLATFORMS**

**OWL**

OWL is Western's official learning management system. We will use it for all course communication and materials. This will include:

- Assignments
- Calendar
- Gradebook
- Messenger
- Tests and Quizzes

**COURSE LEARNING OUTCOMES**

See Appendix 1 for the alignment of the course learning outcomes with the program and Western degree learning outcomes.

By the end of this course, successful students will be able to:

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1. **Restate** and **Explain** the themes, theses, arguments, and philosophical doctrines commonly thought to intersect with Locke's religious and theological beliefs and commitments.
2. **Describe** the scholarly debate that has developed regarding Locke's religious and theological commitments.
3. **Evaluate** the cogency of the various positions that scholars have (or could) take on the topics studied in the course.
4. **Formulate** a coherent and philosophically significant thesis that critically engages with an ongoing scholarly discussion revolving around the theme(s) and topic(s) engaged in the course material and discussion, as chosen by the student.
5. **Defend** philosophically that thesis and **Evaluate** the more cogent response(s) scholars might make against the student's thesis or its defense.

**METHODS OF EVALUATION**

All assignments are due at 23:59 Eastern time on their specified due dates and must be submitted via OWL unless specified otherwise. Assignments that have an automatic 48-hour grace period may be submitted via OWL as "late" but without any late penalty. To submit an assignment after the 48-hour grace period, when the OWL submission portal has closed, contact Prof. Hill and, if necessary, your Academic Dean, regarding an academic accommodation and alternative submission deadline. Assignments that are designated "Pass/Fail" will be scored as follows: Pass = 100; Fail (with submission) = 40; No Submission = 0. Pass/Fail assessments generally do not include qualitative assessments (comments or rubric scores).

**Midterm Examination (20%)** [Learning Outcomes: 1, 2, 3]

**Due: 12:00 (noon) on October 29**

Not eligible for automatic 48-hour grace period

Self-administered via OWL Tests and Quizzes

*Assessment: Numeric without Qualitative Feedback*

Students will be asked to complete a 2-hr open-book/open-source midterm examination during the week of Oct 25. The examination will consist of multiple choice, true/false, fill-in-the-blank, or short answer questions. Once the examination "goes live," students will have a 72-hour window in which to begin and complete the two-hour exam. All examinations will be submitted at the end of that 72-hour window regardless of their state of completion or when they were begun by the students.

**Final Examination (30%)** [Learning Outcomes: 1, 2, 3]

**Due: Final Examinations Period, TBA**

Eligible for automatic 48-hour grace period

Submission via OWL Test and Quizzes

*Assessment: Numeric without Qualitative Feedback*



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Students will be asked to complete a 3-hour, cumulative final examination during the time assigned by the Registrar's Office. Pending approval from the Dean's office, the examination will be open book/open resource and self-administered via OWL. Details on the format and scheduling will be circulated when they are available.

#### **Scholarly Term Paper Project (50%)** [Learning Outcomes: 3, 4, 5]

Students are required to complete a Scholarly Term Paper Project during the term. I have adopted a process-based approach toward this Term Paper Project. The Project consists of THREE (3) concrete deliverables oriented around three critical stages in the development of a term paper:

- **Paper Proposals Due November 19** (eligible for 48-hour automatic grace period) (*worth 10%; graded Pass/Fail/No Submission with Qualitative Feedback*) Your proposal (minimum 500-words) should specify the paper's theme and philosophical research question, the central passages and texts from the primary and secondary literature to be engaged, the basic way that you understand those passages and texts, and the working hypothesis being explored in the Project;
- **Argument Outline Due November 28** (eligible for 48-hour grace period) (*worth 10%; graded numerically with Qualitative Feedback*) Your argument outline should specify the structure and character of the philosophical defense being developed for your Final Draft submission;
- **Final Draft** (minimum 2500 words) **Due December 8 (FIRM)** (not eligible for 48-hour grace period per Senate regulation) (*worth 30%; graded numerically*) Your final draft should explain and defend your thesis against the scholarly tradition.

A critical paper defends a way of evaluating the philosophical content of a selection of key texts. It presupposes an interpretation of those key texts. Its thesis is that the philosophical idea(s) or argument(s) are or are not worthy of philosophical acceptance for a set of clearly characterized and united reasons. An argument outline is an outline of the student's argument presented in the critical paper as a defense of their assessment and the reasons on which it rests. A paper proposal is a brief description of the topic to be engaged in the paper, a statement of the central philosophical question to be solved in the project, and a preliminary, provisional statement of what the student anticipates the solution will prove to be. Details of each component as well as a grading rubric and guidelines and advice for planning and completing each component can be found in Appendix 2 and on the course OWL site.

#### **Extra Credit Opportunities** [Learning Outcomes: 1, 2, 3, 4, 5]

Opportunities for extra credits may be made available throughout the term. Some may be for extra credit on the score of a particular assignment; some may be for extra credit on a student's overall course grade. All opportunities will be announced on OWL with the expectations and potential credits specified.



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- ExCr Opportunity #1: “Make Me an Offer” **Due Dec 8 (FIRM)** [Learning Outcomes: TBD] Max +10 points on your final grade. *Assessment: Numeric with Qualitative Feedback*

It is expected that a term-length extra credit project to involve an additional 15–20 hours of work for the average student. **Only projects that have received prior special permission from Dr. Hill will be graded.** I strongly recommend front-loading any extra credit project in the first nine weeks of the term so that it may be submitted before your course term paper project ramps up. Possible extra credit projects include:

- a) Review a recent book within the secondary literature. (Contact Dr. Hill for suggestions.)
- b) Locate and review a collection of relevant research resources.
- c) Build a scholarly resources webpage.
- d) Write a special 1500–1800-word research paper.
- e) Write a series of scholarly blog posts about the course readings.
- f) Write a dialogue involving Locke and/or another historical or imagined interlocutor on a key philosophical point of debate.
- g) Write a dramatization of a philosophical discussion between Locke and another interlocutor on a key philosophical issue.

Contact Dr. Hill if you are interest in submitting a proposal for an extra credit project.

- ExCr Opportunity #2 (Weekly, Sept 17 through Dec 3): “Two Philosophical Questions” **DUE NOON ON FRIDAYS** (not eligible for the grace period) [Learning Outcomes: 1, 2, 3] +0.5 points added to your Final Examination Score; total possible 6 points. *Assessment: Pass/Fail*

Formulating incisive philosophical questions to pose to a text, an interpretation, or a doctrine is a key philosophical ability. Philosophically incisive, rich, and fruitful questions are cornerstones for philosophical engagement, analysis, and assessment. This extra credit opportunity rewards students for exploring the art of framing and formulating philosophical questions and for developing their capacity to formulate philosophical questions.

### Essay Course Word Count

As a course that satisfies the senior level essay course requirement, student enrolled in this course should expect to submit a minimum of 3500 words of written work.

### Department Target Average Policy

The Philosophy Department has a policy requiring a 76 average for each 3<sup>rd</sup> year course. The grades I assign will be in the OWL “Gradebook”. Should there be any discrepancy between the grade I recorded for you in OWL and your “official” grade reported by the Registrar, you should contact the Philosophy Department Undergraduate Chair for



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clarification and explanation. Western's current policies and procedures for undergraduate student academic appeals can be found [here](#).

#### REQUIRED TEXTS

Locke, John. [\*An Essay concerning Human Understanding\*. Abridged. Edited by Kenneth P. Winkler. Indianapolis: Hackett Publishing, 1996.](#)

Locke, John. [\*A Letter concerning Toleration\*. Edited by James H. Tully. Indianapolis: Hackett Publishing, 1983.](#)

Locke, John. [\*Second Treatise of Government\*. Edited by C. B. Macpherson. Indianapolis: Hackett Publishing, 1980.](#)

#### VIRTUAL OFFICE HOURS

Upon request, I can be available via Zoom once per week to answer questions or for extended discussion of the course material.

#### COURSE SOCIAL MEDIA

In addition to our official MS Teams and OWL site, we have a course website and blog as well as social media presence.

Website and blog: TBA

Facebook public page: TBA

Twitter: <https://twitter.com/DrBenjaminHill1>

To receive credit for any public event or social media challenge, your posting must include the official course tags. Students without any social media presence or who wish not to post anything that might compromise their personal privacy to social media should contact Prof. Hill regarding alternative ways of documenting their participation or meeting the social media challenge(s).

@drbenjaminhill1

@TBA

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#### PROFESSIONALISM

Education is a professional activity and campus is a professional environment. Everyone is expected to comport themselves in a manner appropriate for and conducive of such an environment. All academic activities, interactions, and conversations should be conducted in a respectful, inclusive, and professional manner. **Judgmental, belittling, shaming, rude, ridiculing, bullying, and all other such behavior, comments, and attitudes are inappropriate and will not be tolerated.** We require that all



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discussion be respectful and kind even when that discussion is critical, defensive, emotional, and contradictory.

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#### **AUDIT**

Students wishing to audit the course should consult with the instructor prior to or during the first week of classes.

#### **DEPARTMENT OF PHILOSOPHY POLICIES**

The **Department of Philosophy Policies** which govern the conduct, standards, and expectations for student participation in Philosophy courses is available in the Undergraduate section of the Department of Philosophy website [here](#). It is your responsibility to understand the policies set out by the Senate and the Department of Philosophy, and thus ignorance of these policies cannot be used as grounds of appeal.

#### **ACCOMMODATION**

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department. Documentation shall be submitted, as soon as possible, to the Office of the Dean of the student's Faculty of registration, together with a request for relief specifying the nature of the accommodation being requested. The Western Policy on Accommodation for Medical Illness and further information regarding this policy can be found [here](#).

#### **SELF- REPORTED ABSENCE FORM**

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less. The conditions in place for self-reporting of medical or extenuating circumstances are [here](#).

#### **EVALUATION OF ACADEMIC PERFORMANCE**

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At least three days prior to the deadline for withdrawal from a course without academic penalty, students will receive assessment of work accounting for at least 15% of their final grade. For 3000- or 4000-level courses in which such a graded assessment is impracticable, the instructor(s) must obtain an exemption from this policy from the Dean and this exemption must be noted on the corresponding course syllabus. In rare instances and at the Dean's discretion, other courses could receive a similar exemption, which also must be noted in the course syllabus.

For Phil 4036G the following grades will be available prior March 5, a total of 20.00% of your final grade:

Midterm Examination, October 29.

**COURSE ASSIGNMENT**

The last day of scheduled classes in any course will be the last day on which course assignments will be accepted for credit in a course. Instructors will be required to return assignments to students as promptly as possible with reasonable explanations of the instructor's assessment of the assignment.

**ACADEMIC OFFENCES**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, [here](#).

**PLAGIARISM CHECKING**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and [Turnitin.com](#).

**SUPPORT SERVICES**

[Registrarial Services](#)

[Student Support Services](#)

[Services provided by the USC](#)

[Student Development Centre](#)

Students who are in emotional/mental distress should refer to [Mental Health@Western](#) for a complete list of options about how to obtain help. Immediate help in the event of a crisis can be had by phoning 519.661.3030 (during class hours) or 519.433.2023 after class hours and on weekends.

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**Appendix 1 (Alignment of Learning Outcomes)**

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| <b>Course Learning Outcomes</b>   | <b>Aligned<br/>Philosophy<br/>Program<br/>Learning<br/>Outcomes</b> | <b>Aligned<br/><u>Western</u><br/><u>Degree</u><br/><u>Learning</u><br/><u>Outcomes</u></b> |
|---|---|---|
| <b>Restate</b> and <b>Explain</b> the themes, theses, arguments, and philosophical doctrines commonly thought to intersect with Locke's religious and theological beliefs and commitments.  | HSp 1, 2, 3, 4,<br>5, 6<br><br>MajP 1, 2, 3, 4                      | 1, 2, 3   |
| <b>Describe</b> the scholarly debate that has developed regarding Locke's religious and theological commitments.  | HSp 1, 2, 3, 4,<br>5, 6<br><br>MajP 1, 2, 3, 4                      | 1, 2, 3   |
| <b>Evaluate</b> the cogency of the various positions that scholars have (or could) take on the topics studied in the course.  | HSp 1, 2, 4, 5, 6<br><br>MajP 2, 4                                  | 1, 2, 6   |
| <b>Formulate</b> a coherent and philosophically significant thesis that critically engages with an ongoing scholarly discussion revolving around the theme(s) and topic(s) engaged in the course material and discussion, as chosen by the student. | HSp 2, 4<br><br>MajP 2, 4   | 2, 3, 6   |
| <b>Defend</b> philosophically that thesis and <b>Evaluate</b> the more cogent response(s) scholars might make against the student's thesis or its defense.  | HSp 2, 3, 4,<br><br>MajP 2, 4                                       | 1, 3, 6, 7  |

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### Appendix 2 (Term Paper Project)

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#### PAPER PROPOSAL

##### The Project

Submit a written proposal for your term paper project. A proposal is a preliminary description and justification of the philosophical project that results in your philosophical term paper. It is not something done prior to your beginning study or research for the term paper, but it is done prior to completing the study or research for your paper. It should be approached as an opportunity for feedback regarding your paper project, the challenges you should expect to encounter, and ways of shaping or altering the project to improve its philosophical character as well as its likelihood of success.

#### Concrete Deliverable **DUE NOVEMBER 19 (FRI) 23:59 EASTERN** Eligible for 48-hour grace period

- Minimum 500-word document describing the key points of your Term Paper Project
- Submission via OWL, Attachment only (Word, PDF, or RTF)

#### Project Parameters

The proposal should clearly address the following points:

- Present the Project's Theme and Topic, broadly construed;
- Present the specific research question being solved/answered through this term paper project;
- Identify the central sections and passages from the primary text to be engaged in the project;
- Describe how those passages and sections are being interpreted;
- Present the preliminary bibliography for the project (if the assignment specifies a Research Term Paper);
- Present the working hypothesis or preliminary thesis, as precisely as it can be formulated at this point.

#### Assessment

Pass/Fail/No Submission with Qualitative Feedback

#### Learning Outcomes

1. **Restate** and **Explain** the themes, theses, arguments, and philosophical doctrines commonly thought to intersect with Locke's religious and theological beliefs and commitments.
2. **Describe** the scholarly debate that has developed regarding Locke's religious and theological commitments.
3. **Evaluate** the cogency of the various positions that scholars have (or could) take on the topics studied in the course.

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#### ARGUMENT OUTLINE

##### The Project

Students are required to provide a description of the *logical structure* of the argument that they are developing in their Term Papers that provides justification for the truth of their thesis. This is different from a typical paper outline in that the structural features of central interest are not the topics and sections of the paper but the premises, inferences, and conclusion(s) being presented through the paper.

#### Concrete Deliverable **DUE NOVEMBER 28 (SUN) 23:59 EASTERN** Eligible for automatic 48-hour grace period

- Materials (as deemed appropriate and clearest by the student) describing, presenting, or showing the logical structure of the argument or train of reasons that the students are using in their paper to show the truth of their thesis.

Submission via OWL Assignments, attachment only (Word, PDF, RTF) [unless alternative submission arrangements are pre-arranged]

#### Project Parameters

- There is no minimum specified word count because some students may wish to present their arguments using formal logical representations or symbolism, such as argument schema, argument trees, or argument formalized in a particular logical system.
- Students are encouraged to present and describe the structure as they deem appropriate and use the representational tools and resources they find most expressive.

#### Assessment

Numeric with Qualitative Feedback

#### Learning Outcomes

1. **Formulate** a coherent and philosophically significant thesis that critically engages with an ongoing scholarly discussion revolving around the theme(s) and topic(s) engaged in the course material and discussion, as chosen by the student.
2. **Defend** philosophically that thesis and **Evaluate** the more cogent response(s) scholars might make against the student's thesis or its defense.

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**FINAL DRAFT**

**The Project**

Students are required to submit a final draft of their paper. The final draft should consist of their complete and considered explanation and defense of their paper's thesis against the scholarly tradition. Students should write the paper for their classroom peers, which means that the audience would be their classmates and that the standard for "common knowledge" would be the materials presented through the course, including class discussions and supplemental readings and materials made available to students. The final draft should be prepared as if it were ready for submission for publication.

**Concrete Deliverable**

**DUE DECEMBER 8 (WED) 23:59 EASTERN**

**Not eligible for automatic 48-hour grace period**

- Minimum 2500-word document

Submission via OWL Assignments, attachment only (Word, PDF, RTF)

**Project Parameters**

- Clearly express your paper's philosophically significant and interesting thesis.
- Provide a rich and detailed explanation of what your thesis consists in.
- Provide a compelling and forceful justification that shows the truth of your thesis.
- Defuse or respond to the obvious or primary objection(s) to your thesis.
- Document should be prepared as if for submission for publication.

**Assessment**

Numeric, Qualitative Feedback upon request only

**Learning Outcomes**

1. **Formulate** a coherent and philosophically significant thesis that critically engages with an ongoing scholarly discussion revolving around the theme(s) and topic(s) engaged in the course material and discussion, as chosen by the student.
2. **Defend** philosophically that thesis and **Evaluate** the more cogent response(s) scholars might make against the student's thesis or its defense.