

**Philosophy 9068A:  
Cartesian and Non-Cartesian Theories of Mind  
Seminar Outline 2023–24**

**Fall Term 2023  
Seminar (001)**

**Instructor: N/A**

**LAND ACKNOWLEDGEMENT**

We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lenape, and Algonquin 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 misinformation as well as renewing respectful relationships with Indigenous communities through our teaching, research, and community service.

**COURSE DESCRIPTION**

In alternative conceptions of mind floating around during the seventeenth century.

This graduate-level course will survey a number of sixteenth-, seventeenth-,--

The aim of this survey course is to discover how various philosophers conceived of the mind in the early modern period. Emphasis will be placed on non-Cartesian alternatives explored during the period. One of the goals of the course is to explore the









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Appendix 1 (Alignment of Learning Outcomes)**

<b>Course Learning Outcomes</b>	<b>Aligned Philosophy Program Learning Outcomes</b>	<b>Aligned <u>Western</u> <u>Degree</u> <u>Learning</u> <u>Outcomes</u></b>
<p><b>Explain</b> the differences among the various theories of mind developed and defended during the early modern period, esp the differences between Cartesian and non-Cartesian theories of mind.</p>	<p>HSp 1, 2, 3, 4, 5, 6</p> <p>MajP 1, 2, 3, 4</p>	<p>1, 2, 3</p>
<p><b>Critica549.fEMEMC 6Lp (n)-0.003 T 22 ref5</b></p>		

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Appendix 2 (Philosophical Questions Guidelines)**

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**Examples (A–D)**

(A) Throughout *Essay I.ii–iv*, Locke spoke in terms of “innate **principles**,” as in “No innate Principles in the Mind,” when I expected to see him talking in terms of innate ideas. The way I’ve always heard his position described was in terms of “no innate ideas”.  
[Preamble]

What did Locke mean by “principle” when he presented his anti-nativism?  
[Question]

**Clarificatory Question:** I don’t understand what an “innate principle” means here and how it differs from an innate idea. Because this is a question whose answer will primarily benefit me in understanding what the text is saying, it is merely a Clarificatory Question.  
[Reflective Overview] [100 words]

(B) Throughout *Essay I.ii–iv*, Locke spoke in terms of “innate **principles**,” as in “No innate Principles in the Mind,” when I expected to see him talking in terms of innate ideas. The way I’ve always heard his position described was in terms of “no innate ideas”.  
[Preamble]

How was the term “principle” typically used in 17<sup>th</sup> century philosophical discussions? Was there something philosophically distinctive about principles rather than ideas in 17<sup>th</sup>



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The way I've always heard his position described was in terms of "no innate ideas".  
[Preamble]

How does the epistemic function Locke attached to allegedly innate principle fit  
with the Cartesian conception of an innate idea of God? [Question]

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**ADVICE FOR APPROACHING THIS ASSIGNMENT**

Reading philosophically is not a natural act. But it is one that can be studied, reflected on, learned, and developed. I encourage you to reflect on it for yourself as your development progresses. I am happy to share a few observations with you here.

**Philosophical Texts**

I start my reflections with the text itself. Texts are multi-layered entities. Each of these layers affects what the text is saying, i.e. what is the philosophical message of the text.

- **Words:** The first layer, the top or surface of the text, consists of the words themselves. At its most basic, this is what the text says, as in “The author says, ‘blah,

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explore and debating those concepts, authors may intentionally choose to stretch or alter those meanings or uses, and those intentions may or may not be clearly marked and explained in the text. Insofar as those authorial intentions drive a

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**Appendix 4 (Scholarly Research Term Paper)**

**PAPER PROPOSAL**

**The Project**

Submit a written proposal for your term paper project. A proposal is a preliminary description and justification of

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## Appendix 4 (Scholarly Research Term Paper)

### 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 paper. The paper should be 12-14 pages (10-12 pages of text) and should be typed, double-spaced, with a margin of 1 inch on all sides. The paper should be submitted as a PDF file.





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Appendix 4 (**