

**Philosophy Department
Division of SCMP
Macquarie University**

**PHIL245: History of Philosophy I
Semester 2, 2008
4 credit points**

Unit convenor: Dr Damion Buterin

Prerequisites: 12 credit points (including 3 credit points in PHIL) *or* admission into GD-Phil.

Students should read this outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult me.

ABOUT THIS UNIT

This unit offers a detailed introduction to modern European philosophy from the 17th to the 19th centuries. It focuses specifically on the relation between epistemology and metaphysics. Through a close reading of selected works by seminal thinkers from the period, we'll critically evaluate the development of modern approaches to human knowledge and the way these approaches seek to delineate the proper objects of knowledge. Three major philosophical schools will be considered – rationalism, empiricism and transcendental idealism.

We start by exploring the rationalists. We'll begin with Descartes' views on methodology in knowledge, as set out in the *Rules for the Direction of the Mind*, and the results of adhering to this method in the *Meditations on First Philosophy*. Next we'll examine Spinoza's account of the possibility of knowledge in the *Treatise on the Emendation of the Intellect* and his metaphysical monism in the *Ethics*. The third rationalist we'll consider is Leibniz. By studying a handful of his philosophical essays, including the *Monadology* and *Discourse on Metaphysics*, we'll examine his views on knowledge, truth and substance.

We then focus on the empiricists and their challenge to rationalism. Through a critical examination of Locke's *Essay Concerning Human Understanding*, Berkeley's *Principles of Human Knowledge* and Hume's *Treatise on Human Understanding*, we'll explore the similarities and differences between these thinkers on central epistemological questions. Specific questions we'll address are the nature and limits of human knowledge, the adequacy and truth of our knowledge claims, the relation between faith and reason, and scepticism regarding causation.

We finally turn to the transcendental idealism of Fichte, which will bring us full circle from our starting-point in Descartes. We'll focus on Fichte's account of the necessary conditions of knowledge in the *Science of Knowledge* and his concept of intellectual intuition in the *Second Introduction* (to a new version of the *Science of Knowledge*).

TEACHING STAFF

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CLASSES

Lectures: 2 x 1 hour lectures per week

Lecture 1:	Tuesday 3 pm (C4A 312)
Lecture 2:	Friday 10 am (W6B 325)

Tutorials: 1 x 1 hour tutorial per week

Tutorial 1:	Tuesday 4 pm (C3B 306)
Tutorial 2:	Friday 11 am, (C3B 306)

Nb. Tutorials will commence in the second week of semester.

Any changes to the class schedule will be announced in the first week of the course.

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

The set readings can be found in the Phil 245 course reader, which is available for purchase at the University Co-op Bookshop. Suggestions for further wider reading can be found in the bibliography at the end of this unit outline.

UNIT WEB PAGE

- The webpage for this unit can be found at:
<http://www.phil.mq.edu.au/students/undergraduate/index.html>
- Lectures will be recorded using the iLecture system and can be downloaded.
- iLecture downloading instructions can be accessed at <https://learn.mq.edu.au/webct/>
- Lectures notes and other relevant material will be made available on the Phil 245 webpage.

LEARNING OUTCOMES

The learning outcomes of this unit are:

- To introduce you to various philosophers in the history of modern philosophy.
- To encourage critical examination of the arguments offered by these philosophers.

- To foster the practice of reading philosophy carefully, critically and with imagination.

All academic programs at Macquarie seek to develop students' generic skills in a range of areas. One of the aims of this unit is that students develop their skills in the following:

- *Comprehension skills*: in doing the reading for tutorials and assignments you'll learn to *understand* the ideas and arguments presented in texts and discussions.
- *Critical thinking skills*: you'll learn how to *analyse* arguments, and you'll learn how to *evaluate* arguments.
- *Problem-solving skills*: you'll learn how to *apply* theories and knowledge to the real world.
- *Communication skills*: you'll learn how to *express* and *present* your ideas clearly and logically, both orally (in tutorial discussions) and in writing (in your assignments).
- *Research skills*: you'll learn how to *investigate* a problem and research the relevant literature.
- *Creative-thinking skills*: you'll learn how to *develop* new ideas and theories, and how to *construct* arguments for yourself.

TEACHING AND LEARNING STRATEGY

Phil 245 is taught via lectures and tutorials. There are weekly readings that should be completed before tutorials. Students are expected to attend tutorials, and be prepared to discuss the topics covered in the readings and lectures. A list of weekly topics and readings can be found in this unit outline.

RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

Assessment consists of 5 components.

1. Reading exercise (length: 1,000 words)	20% of final mark
2. First essay (length: 2,000-2,500 words)	30% of final mark
3. Second essay (length: 2,000-2,500 words)	30% of final mark
4. Two short in-class tests	10% of final mark (5% each)
5. Tutorial attendance and participation	10% of final mark

You must satisfy **all** course requirements to pass the unit.

Reading exercise and essay due dates:

1. Reading exercise	Thursday, 4 September (by 4 pm)
2. First essay	Tuesday, 7 October (by 4 pm)
4. Second essay	Thursday, 20 November (by 4 pm)

The reading exercise is due in week 5, for which you'll be given a question in week 2. It's designed to test your familiarity with the major issues covered in a selected text.

The first essay is due in week 8 (the first week after the mid-semester break), and the second essay is due in the first week of the end of year exam period. They're designed to test your ability to engage with a topic in depth. Essay writing tests your ability to express, analyse and organise key ideas clearly and systematically, and to develop an argument in a sustained manner.

Essay topics will be handed out in class and posted on the course webpage at least 4 weeks before the due date, and will be returned with written comments in tutorials approximately 3 weeks after submission. Please submit your reading exercise and essays via the locked boxes (marked 'Philosophy') on the ground floor of building W6A.

Nb. Requests for extensions **must** be made **at least 3 days before** the due date. Reading exercises and essays submitted after the due date, or after the extension date, will lose 1 mark for each day late (including weekends). A doctor's certificate or note from a counsellor is required for extensions of more than 1 week. 'Too much other work' **isn't** an acceptable reason for an extension. But if you have other difficulties that may be hindering progress, I encourage you to discuss them with me.

In-class tests:

1. First in-class test Tuesday, 16 September or Friday, 19 September (in tutorials)
2. Second in-class test Tuesday, 4 November or Friday, 7 November (in tutorials)

The first in-class test will be during the tutorial of week 7, and the second in-class test will be during the tutorial of week 12. They're designed to test your familiarity with the major ideas covered in the lectures and readings. There are **no** trick questions. If you attend lectures and make an effort to keep up with the readings, then you'll find that the in-class tests are straight-forward.

Tutorial attendance and participation:

The mark for tutorial attendance and participation reflects your commitment to the course. You're encouraged to be actively involved in class discussions, to show evidence of reading and understanding of the course materials, and to show a willingness to communicate effectively in a group setting. Marks will be awarded according to the record of attendance, the quality of participation, the frequency of active involvement and the ability to engage in discussion with others.

Nb. Students are required to attend **at least 75%** of tutorials (9 tutorials). A record of student attendance will be kept and used for assessment purposes. If you're unable to attend a tutorial, then please inform me beforehand. Students who fail to meet these tutorial attendance requirements will **not** be eligible to pass the course.

Overall grade:

Your overall mark for this unit will be worked out by adding up all your marks for the assessment components. Your mark will be scaled according to the Macquarie University guidelines for grading, and will be translated into a grade (High Distinction, Distinction, Credit, Pass, Pass Conceded, Fail). The table below lists the range of scaled marks aligned to each grade.

	<i>Grade</i>	<i>Scaled marks %</i>
HD	High Distinction	85-100
D	Distinction	75-84
Cr	Credit	65-74
P	Pass	50-64
PC	Pass Conceded	45-49
F	Fail	0-44

The Academic Senate has deemed that the grades refer to the following descriptions of performance.

1. *High distinction*: Denotes performance that meets all unit objectives in such an exceptional way and with such marked excellence that it deserves the highest level of recognition.
2. *Distinction*: Denotes performance that clearly deserves a very high level of recognition as an excellent achievement in the unit.
3. *Credit*: Denotes performance that is substantially better than would normally be expected of competent students in the unit.
4. *Pass*: Denotes performance that satisfies unit objectives.
5. *Pass Conceded*: Denotes performance that meets unit objectives only marginally.
6. *Fail*: Denotes a failure to complete the unit satisfactorily.

PLAGIARISM

The University defines plagiarism in its rules as follows: “Plagiarism involves using the work of another person and presenting it as one’s own.” Plagiarism is a serious breach of the University’s rules and carries significant penalties. You must read the University’s practices and procedures on plagiarism. These can be found in the *Handbook of Undergraduate Studies* or on the web at: <http://www.student.mq.edu.au/plagiarism/>

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you’re found guilty of plagiarism. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

If you’re unsure about any of this, please consult me.

UNIVERSITY POLICY ON GRADING

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e. the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the University, so that units with the same past performances of students should achieve similar results.

It's important that you realise that the policy doesn't require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, by requiring examiners to explain their actions if more than 20% of students fail a unit.

The process of scaling doesn't change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark.

For an explanation of the policy see

<http://www.mq.edu.au/senate/MQUonly/Issues/Guidelines2003.doc> or
<http://www.mq.edu.au/senate/MQUonly/Issues/detailedguidelines.doc>.

STUDENT SUPPORT SERVICES

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>.

SCHEDULE OF CLASS TOPICS

It's essential that you **consult this unit outline regularly**, especially prior to doing the readings in preparation for class. The following schedule of class topics provides instructions on what reading is relevant to each week's lectures. There may be an overlap with some of the readings, so that some sections of the readings set for one week may be considered in lectures a week prior to or after that week.

It's **your responsibility to make sure you do the correct reading**. This will help you understand the lectures and discussions. It's also **important that you attend class each week**. The structure of the course is such that if you miss a class, it may be difficult to follow the next lecture and you may easily fall behind. It's **your responsibility to keep track of assessment requirements** and due dates for assessment tasks, all of which are contained in this unit outline.

Note that in this unit outline the page numbers refer to those in the original text. Note also that the date for each week represents the beginning of the working week for second semester classes (Mondays).

Wk. 1: Descartes on Knowledge and Method I (4 August)

Epistemic certainty; intuition and deduction; clarity and distinctness; method.

Readings:

René Descartes, *Rules for the Direction of the Mind* I-V, tr. Elizabeth S. Haldane & G. R. T. Ross, in: *The Essential Descartes*, ed. Margaret D. Wilson (New York: Meridian, 1969), pp. 35-45, 50.

Wk. 2: Descartes on Knowledge and Method II (11 August)

Constructing scientific knowledge; the faculties of the mind; methodical doubt.

Readings:

René Descartes, *Rules for the Direction of the Mind* VI, IX, XI & XII, tr. Elizabeth S. Haldane & G. R. T. Ross, in: *The Essential Descartes*, ed. Margaret D. Wilson (New York: Meridian, 1969), pp. 51-55, 65-67, 70-81.

René Descartes, *Meditations on First Philosophy* I, tr. Elizabeth S. Haldane & G. R. T. Ross, ed. S. Tweyman (London: Routledge, 1993), pp. 45-50.

Wk. 3: Descartes on Mind and Body (18 August)

The *cogito*; thinking substance and extended substance; the will and error in knowledge; the mind-body distinction.

Readings:

René Descartes, *Meditations on First Philosophy* II, IV & VI, tr. Elizabeth S. Haldane & G. R. T. Ross, ed. S. Tweyman (London: Routledge, 1993), pp. 50-58, 72-86, 86-100.

Wk. 4: Spinoza on Knowledge and Method (25 August)

Method; kinds of knowledge; logical necessity and adequacy; clear and distinct ideas; definitions.

Readings:

Benedict (Baruch) de Spinoza, *Treatise on the Emendation of the Intellect*, in: *The Collected Works of Spinoza* Vol. 1, tr. & ed. E. Curley (Princeton: Princeton University Press, 1985), pp. 7-21, 38-45.

Wk. 5: Spinoza on Substance, Nature and God (1 September)

Substance and modes; nature and God; necessity and contingency.

Readings:

Benedict (Baruch) de Spinoza, "Of God," *The Ethics* I, in: *A Spinoza Reader: The Ethics and Other Works*, tr. & ed. E. Curley (Princeton: Princeton University Press, 1994), pp. 85-115.

Nb. Reading exercise due, Thursday 4 September**Wk. 6: Leibniz on Knowledge, Truth and Individual Substances** (8 September)

Distinct and adequate knowledge; true and false ideas; real definitions; truths of reason and truths of fact; individual substances; necessity and contingency.

Readings:

Gottfried W. Leibniz, *Meditations on Knowledge, Truth and Ideas*, in: *Philosophical Essays*, tr. & eds. Roger Ariew & Daniel Garber (Indianapolis: Hackett, 1989), pp. 23-27.

Gottfried W. Leibniz, *Discourse on Metaphysics* §§ 8-9, 13, in: *Philosophical Texts*, tr. Richard Francks & R. S. Woolhouse (Oxford: Oxford University Press, 1998), pp. 59-61, 63-66.

Wk. 7: Leibniz on Monads, Nature and God (15 September)

Pre-established harmony and God; individual substances; analysing the concepts of individual substances; contingency and freedom.

Readings:

Gottfried W. Leibniz, *Principles of Nature and Grace, Based on Reason*, in: *Philosophical Essays*, tr. & eds. Roger Ariew & Daniel Garber (Indianapolis: Hackett, 1989), pp. 207-213.

Gottfried W. Leibniz, *The Principles of Knowledge, or, The Monadology*, in: *Philosophical Essays*, tr. & eds. Roger Ariew & Daniel Garber (Indianapolis: Hackett, 1989), pp. 213-225.

Gottfried W. Leibniz, *Discourse on Metaphysics* §§ 1-3, 8-9, 12-15, 33-34, in: *Philosophical Texts*, tr. Richard Francks & R. S. Woolhouse (Oxford: Oxford University Press, 1998), pp. 54-68, 85-87.

Nb. First in-class test in tutorials

MID-SEMESTER BREAK
Friday 19 September-Monday 6 October

Wk. 8: Locke on Knowledge and God (7 October)

Perception and ideas; sense experience; knowledge; knowledge of God.

Readings:

John Locke, *An Essay Concerning Human Understanding* Bk 1:I-II; Bk. 4:III & X (Indianapolis: Hackett, 1996), pp. 4-14, 33-37, 56-60, 235-239, 275-284.

Nb. First essay due, Tuesday 7 October

Wk. 9: Hume on Knowledge and Causation (13 October)

Perception and ideas; knowledge; induction and causation.

Readings:

David Hume, *A Treatise of Human Nature* Bk. 1:I & III (Oxford: Oxford University Press, 1978), pp.1-7, 17-25, 69-78.

Wk. 10: Hume on Causation and Scepticism (20 October)

Scepticism and causation.

Readings:

David Hume, *A Treatise of Human Nature* Bk. 1:III-IV (Oxford: Oxford University Press, 1978), pp. 78-85, 130-142, 180-193, 234-237.

Wk. 11: Berkeley on Knowledge and Existence (27 October)

Abstract ideas; perception and knowledge; scepticism; existence; minds and spirits.

Readings:

George Berkeley, *The Principles of Human Knowledge*, in: *Berkeley's Philosophical Writings*, ed. David M. Armstrong (New York: Collier Books, 1965), pp. 44-55, 61-75, 96-102.

Wk. 12: Fichte on Knowledge and the Self-Positing I (3 November)

Abstractive reflection; the transcendental conditions of knowledge; the three principle of knowledge; the I's practical activity.

Reading:

Johann G. Fichte, *Science of Knowledge I*, tr. & eds. Peter Heath & John Lachs (Cambridge: Cambridge University Press, 1982), pp. 93-119.

Nb. Second in-class test in tutorials

Wk. 13: Fichte on the Intellectual Intuition (10 November)

The I as activity and intuiting the I; knowledge and the moral law; systematising knowledge.

Reading:

Johann G. Fichte, *Second Introduction to the Wissenschaftslehre* §§1-5, in: *Introductions to the Wissenschaftslehre and Other Writings (1797-1800)*, tr. & ed. Daniel Breazeale (Indianapolis: Hackett, 1994), pp. 36-51.

Nb. Second essay due, Thursday 20 November (1st week of exam period)

LIST OF REFERENCES (selection)

The following is a list of secondary material for the topics covered in this unit. Whilst emphasis will be given to a close reading of the set material, some of it is difficult and you may find you need help from commentaries. You may find these commentaries helpful when preparing to write essays. Please feel free to ask me about further guidance.

General:

John Cottingham, *The Rationalists* (Oxford: Oxford University Press, 1988).

Richard Schacht, *Classic Modern Philosophers* (London: Routledge, 1984).

R. S. Woolhouse, *Descartes, Spinoza, Leibniz: The Concept of Substance in Seventeenth Century Metaphysics* (London: Routledge, 1993).

Margaret Atherton (ed.), *The Empiricists: Critical Essays on Locke, Berkeley and Hume*, (New York: Rowman & Littlefield Publishers, 1999).

Jonathon Bennett, *Locke, Berkeley, Hume: Central Themes* (Oxford: Clarendon Press, 1971).

Karl Ameriks (ed.), *The Cambridge Companion to German Idealism* (Cambridge: Cambridge University Press, 2000).

Michael Baur & Daniel O. Dahlstrom (eds.), *The Emergence of German Idealism* (Washington DC: Catholic University of America Press, 1999).

Author specific:***René Descartes***

- Gordon P. Baker, *Descartes' Dualism* (London: Routledge, 1996).
- Hiram Caton, *The Origins of Subjectivity* (New Haven: Yale University Press, 1973).
- John Cottingham, *Descartes* (New York: Blackwell, 1986).
- John Cottingham (ed.), *The Cambridge Companion to Descartes* (Cambridge: Cambridge University Press, 1992).
- Richard Davies, *Descartes: Belief, Scepticism and Virtue* (London: Routledge, 2001).
- Harry G. Frankfurt, *Demons, Dreamers and Madmen* (Indianapolis: Bobbs-Merrill, 1970).
- Anthony Kenny, *Descartes: A Study of His Philosophy* (Bristol: Thoemmes Press, 1993).
- George J. D. Moyal (ed.), *René Descartes: Critical Assessments* (London: Routledge, 1991).
- Richard A. Watson, *Cogito ergo sum: The Life of René Descartes* (Boston: D. R. Godine, 2002).
- Richard A. Watson, *Breakdown of Cartesian Metaphysics* (Indianapolis: Hackett, 1998).
- Peter A. Schouls, *Descartes and the Possibility of Science* (Ithaca: Cornell University Press, 2000).
- Peter A. Schouls, *The Imposition of Method: A Study of Descartes and Locke* (Oxford: Clarendon Press, 1980).
- Thomas C. Vinci, *Cartesian Truth* (New York: Oxford University Press, 1998).
- Bernard Williams, *Descartes: The Project of Pure Enquiry* (Hassocks: Harvester Press, 1978).

Benedict (Baruch) de Spinoza

- Henry A. Allison, *Benedict de Spinoza: An Introduction* (Cambridge, Mass: Harvard University Press, 1983).
- Vere Chappell (ed.), *Baruch de Spinoza* (New York: Garland, 1992).
- Alan Donagan, *Spinoza* (Chicago: University of Chicago Press, 1989).
- Don Garrett (ed.), *The Cambridge Companion to Spinoza* (Cambridge: Cambridge University Press, 1996).
- Graeme Hunter (ed.), *Spinoza: The Enduring Questions* (Toronto: University of Toronto Press, 1994).
- Richard Kennington (ed.), *The Philosophy of Baruch Spinoza* (Washington, DC: Catholic University of America Press, 1980).
- Genevieve Lloyd, *Spinoza and the Ethics* (New York: Routledge, 1996).
- Warren Montag & Ted Stolze (eds.), *The New Spinoza* (Minneapolis: University of Minnesota Press, 1997).
- Steven M. Nadler, *Spinoza: A Life* (Cambridge: Cambridge University Press, 1999).
- Yirmiah Yovel, *Spinoza and Other Heretics* (Princeton: Princeton University Press, 1989).
- Yirmiah Yovel (ed.), *Spinoza on Knowledge and the Human Mind* (Leiden: E. J. Brill, 1994).

Gottfried W. Leibniz

- Robert Merrihew Adams, *Leibniz: Determinist, Theist, Idealist* (New York: Oxford University Press, 1994).
- Charlie D. Broad, *Leibniz: An Introduction* (London: Cambridge University Press, 1975).
- Jan A. Cover, *Substance and Individuation in Leibniz* (Cambridge: Cambridge University Press, 1999).
- Michael Hooker (ed.), *Leibniz: Critical and Interpretive Essays* (Manchester: Manchester University Press, 1982).
- Ian Hunter, *Rival Enlightenments: Civil and Metaphysical Philosophy in Early Modern Germany* (New York: Cambridge University Press, 2001).
- Nicholas Jolley (ed.), *Cambridge Companion to Leibniz* (Cambridge: Cambridge University Press, 1995).
- Gottfried Martin, *Leibniz: Logic and Metaphysics* (Manchester: Manchester University Press, 1964).
- Benson Mates, *The Philosophy of Leibniz: Metaphysics and Language* (New York: Oxford University Press, 1986).
- Nicholas Rescher, *Philosophy of Leibniz* (Englewood Cliffs, NJ: Prentice-Hall, 1967).
- Bertrand Russell, *A Critical Exposition of the Philosophy of Leibniz* (London: Allen & Unwin, 1964).
- David Rutherford, *Leibniz and the Rational Order of Nature* (Cambridge: Cambridge University Press, 1995).

John Locke

- Michael Ayers, *Locke: Epistemology and Ontology* (London: Routledge, 1991).
- Vere Chappell (ed.), *The Cambridge Companion to Locke* (Cambridge: Cambridge University Press, 1994).
- James Gibson, *Locke's Theory of Knowledge and its Historical Relations* (Cambridge: Cambridge University Press, 1960).
- E.J. Lowe, *Routledge Philosophy Guidebook to Locke: On Human Understanding* (London: Routledge, 1995).
- Peter A. Schouls, *Reasoned Freedom: John Locke and the Enlightenment* (Ithaca: Cornell University Press, 1992).

David Hume

- Antony Flew, *Hume's Philosophy of Belief: A Study of his first Inquiry* (New York: Humanities Press, 1980).
- Robert J. Fogelin, *Hume's Skepticism in the Treatise of Human Nature* (London: Routledge & Kegan Paul, 1985).
- David Fate Norton, *The Cambridge Companion to Hume* (Cambridge: Cambridge University Press, 1993).

George Berkeley

- Gavin Ardley, *Berkeley's Renovation of Philosophy* (The Hague: Martinus Nijhoff, 1968).
- Harry M. Bracken, *Berkeley* (London: Macmillan, 1974).
- A. C. Grayling, *Berkeley: The Central Argument* (London: Gerald Duckworth & Co., 1986).
- George Pitcher, *Berkeley* (London: Routledge & Kegan Paul, 1977).
- A. D. Ritchie, *George Berkeley: A Reappraisal* (Manchester: Manchester University Press, 1967).
- I. C. Tipton, *Berkeley: The Philosophy of Immaterialism* (London: Methuen & Co., 1974).
- G. J. Warnock, *Berkeley* (Oxford: Blackwell, 1982).
- Kenneth P. Winker (ed.), *The Cambridge Companion to Berkeley* (Cambridge: Cambridge University Press, 2005).

Johann G. Fichte

- Frederick C. Beiser, *The Fate of Reason: German Philosophy from Kant to Fichte* (Cambridge, Mass.: Harvard University Press, 1987).
- Daniel Breazeale & Tom Rockmore (eds.), *New Perspectives on Fichte* (Atlantic Highlands: Humanities Press, 1996).
- Daniel Breazeale & Tom Rockmore (eds.), *New Essays on Fichte's Later Jena Wissenschaftslehre* (Evanston: Northwestern University Press, 2002).
- Daniel Breazeale & Tom Rockmore (eds.), *Fichte: Historical Contexts/Contemporary Controversies* (Atlantic Highlands: Humanities Press, 1994).
- Hohler, T. P., *Imagination and Reflection: Intersubjectivity – Fichte's Grundlage of 1794* (The Hague: Martinus Nijhoff, 1982).
- Wayne Martin, *Idealism and Objectivity: Understanding Fichte's Jena Project* (Stanford: Stanford University Press, 1997).
- Frederick Neuhouser, *Fichte's Theory of Subjectivity* (Cambridge: Cambridge University Press, 1990).
- George J. Seidel, *Fichte's Wissenschaftslehre of 1794* (West Lafayette: Purdue University Press, 1993).
- Günter Zöllner, *Fichte's Transcendental Philosophy: The Original Duplicity of Intelligence and Will* (Cambridge: Cambridge University Press, 1998).