Course Description

This course will consider some of the canonical texts in European political theory from the Early Modern period. Surveying works by Machiavelli, Hobbes, Rousseau, and Kant, this course will focus on the development of certain key concepts in Western political thought. While we will place these texts in their historical context, this course will focus on the substantive content of their work. In particular, this course will focus on the origins and development of concepts such as the state, sovereignty, and citizenship.

This is a seminar course. There will be a lecture component; however, the majority of the class time will be given over to student discussion of the texts. In a third-year seminar, students are expected to raise questions and should come to class prepared to offer their own commentary. As such, beyond the key themes around which this course is structured, students will be able to participate in shaping both the focus and the direction of the course.

Required Texts


Additional Reading


Note: This final reading will be distributed electronically and made available on CourseSpaces. Students are not expected to purchase a copy.
**Evaluation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Research Paper</td>
<td>40%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

The course grade will consist of four components, consisting of three assignments and course participation. All of the assignments must be completed in order to achieve a passing grade; failure to submit any of the assignments will result in an ‘N’ grade.

**Midterm Exam**

The first exam in this course will deal only with the works of Machiavelli and Hobbes. The exam will consist entirely of short essay questions. Students will have a choice of questions but will be required to engage with the works of both authors.

**Final Research Paper**

The final paper is an opportunity for students to engage in a critical assessment of the texts we are reading in this course and to demonstrate their original thought in relation to the theories presented by the different authors. A list of essay topics will be handed out in class during an in-class essay-writing workshop (scheduled for Oct. 17). Students may also choose to write on an alternate topic of their choosing; however, they must first clear this topic with the instructor. Students are encouraged to discuss their thesis statement with the instructor; additionally, they may also choose to submit copies of thesis statement proposals or paper outlines for feedback (not to exceed two pages). Students are also encouraged to attend office hours for support with research and writing. The final paper should be 10-12 pages in length, double-spaced and written in 12-point Times New Roman font. The final paper will be due on the last day of class.

**Final Exam**

The final exam will consist entirely of short essay questions based on the assigned readings. There will be a choice of questions, but students will have to write on each of the authors. Students will be expected to be familiar with each of the texts we are reading this semester and to demonstrate their ability to critically reflect on the texts. This is a cumulative exam, and will deal equally with the authors from the first and second halves of the course. The exam will not incorporate any outside sources, though, and students will not be expected to bring in outside perspectives in their exam answers.

**Participation**

This is a seminar course. There will be a lecture component; however, a portion of the class time will be given over to student discussion of the texts. In a third-year seminar, students are expected to raise questions and should come to class prepared to offer their own commentary. The participation grade will be based on individual engagement in class discussions and, just as importantly, on supporting and facilitating the active participation of other students. Students are
encouraged to ask any questions they may have and to discuss any aspects of the readings; the participation grade will not be based on the content of contributions. Instead, it will be based solely on active participation that is respectful and supportive of other students. Please note: **attendance is not participation!** Students will receive no grades for attending class. Conversely, they will not lose grades for missing classes, so long as they attend regularly enough to be able to demonstrate active participation.

**Class Schedule**

**Wednesday, September 5**
- Introduction to the Early Modern Period

**Friday, September 7**
- Machiavelli, *The Prince*, Introduction–Chapter 4

**Tuesday, September 11**
- Machiavelli, *The Prince*, Ch. 5–9

**Wednesday, September 12**
- Machiavelli, *The Prince*, Ch. 10–14

**Friday, September 14**
- Machiavelli, *The Prince*, Ch. 15–21

**Tuesday, September 18**
- Machiavelli, *The Prince*, Ch. 22–26

**Wednesday, September 19**
- Machiavelli, *Discourses on Livy*, Bk. I, Ch. 1–10

**Friday, September 21**
- Machiavelli, *Discourses on Livy*, Bk. I, Ch. 16–18, 29, 34

**Tuesday, September 25**
- Machiavelli, *Discourses on Livy*, Bk. II, Ch. 1–3; Bk. III, Ch. 1 and 3

**Wednesday, September 26**
- Hobbes, *Leviathan*, Introduction–Ch. 3

**Friday, September 28**
- Hobbes, *Leviathan*, Ch. 4–Ch. 6

**Tuesday, October 2**
- Hobbes, *Leviathan*, Ch. 7–Ch. 9

**Wednesday, October 3**
- Hobbes, *Leviathan*, Ch. 10–Ch. 13
Friday, October 5
- Hobbes, *Leviathan*, Ch. 14–Ch. 16

Tuesday, October 9
- Hobbes, *Leviathan*, Ch. 17–Ch. 19

Wednesday, October 10
- Hobbes, *Leviathan*, Ch. 20–Ch. 23

Friday, October 12
- Hobbes, *Leviathan*, Ch. 24–Ch. 28

Tuesday, October 16
- Hobbes, *Leviathan*, Ch. 29–Ch. 31

Wednesday, October 17
- **Seminar:** How to Write a Political Theory Essay  
  *Note:* Essay topics will be handed out in class today  
- No readings

Friday, October 19
- **Midterm Exam**

Tuesday, October 23
- Rousseau, *Origin of Inequality*, Dedication and Preface

Wednesday, October 24
- Rousseau, *Origin of Inequality*, Part 1

Friday, October 26
- Rousseau, *Origin of Inequality*, Part 2

Tuesday, October 30
- Rousseau, *On the Social Contract*, Bk. I, Ch. 1–Ch. 9

Wednesday, October 31
- Rousseau, *On the Social Contract*, Bk. II, Ch. 1–Ch. 7

Friday, November 2
- Rousseau, *On the Social Contract*, Bk. II, Ch. 8–Ch. 12

Tuesday, November 6
- Rousseau, *On the Social Contract*, Bk. III, Ch. 1–Ch. 11

Wednesday, November 7
- Rousseau, *On the Social Contract*, Bk. III, Ch. 12–Ch. 18

Friday, November 9
- Rousseau, *On the Social Contract*, Bk. IV, Ch. 1–Ch. 9
**Reading Break**

Friday, November 16  

Tuesday, November 20  

Wednesday, November 21  

Friday, November 23  
- Kant, *Critique of Pure Reason*, Transcendental Logic (pp. 193–200)

Tuesday, November 27  
- Kant, *Critique of Pure Reason*, The Antinomy of Pure Reason, Section I-II (pp. 459–495)

Wednesday, November 28  
- Kant, *Critique of Pure Reason*, The Antinomy of Pure Reason, Section III-IV (pp. 496–507)

Friday, November 30  
- Kant, *Critique of Pure Reason*, The Antinomy of Pure Reason, Section V-VI (pp. 508–514)

Tuesday, December 4  
- Kant, “On the common saying: That may be correct in theory, but it is of no use in practice” (to be distributed electronically)

**Final Research Paper Due**

Wednesday, December 5  

**Anniversary of the École Polytechnique massacre (December 6, 1989)**  

*Class cancelled for the National Day of Remembrance and Action on Violence Against Women*

---

**COURSE EXPERIENCE SURVEY (CES)**

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.
PERCENTAGE GRADING SCALE

<table>
<thead>
<tr>
<th>Passing Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90 – 100</td>
<td>Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85 – 89</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80 – 84</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77 – 79</td>
<td>Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73 – 76</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70 – 72</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65 – 69</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60 – 64</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50 – 59</td>
<td>Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Failing Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>0</td>
<td>0 – 49</td>
<td>Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.</td>
</tr>
<tr>
<td>N</td>
<td>0</td>
<td>0 – 49</td>
<td>Did not write examination or complete course requirements by the end of term or session; no supplemental.</td>
</tr>
</tbody>
</table>

1. The percentage grading scale applies to all Faculties at the University of Victoria.
2. The percentage grades should be associated with a letter grading schema.
3. A percentage grade for an N grade should be assigned in the following manner:
   N GRADE: If a student has not completed the exam, or has not completed the course requirements, but has submitted course requirements that total more than 49% of the total grade for a course, an instructor will assign a percentage grade of 49%.

PLAGIARISM AND ACADEMIC INTEGRITY

Academic integrity is intellectual honesty and responsibility for academic work that you submit individually or as a member of a group. It involves commitment to the values of honesty, trust and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences.

The responsibility of the institution - Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.

The responsibility of the student - Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, ask your instructor. Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student’s transcript, or a suspension. It is your responsibility to understand the University’s policy on academic integrity, which can be found on pages 32-34 of the undergraduate calendar.