UNIVERSITY OF VICTORIA  
DEPARTMENT OF POLITICAL SCIENCE  

POLI 300B: Early Modern Political Thought  
Fall 2019  
Mondays and Thursdays, 11:30-12:50, COR A125  

Instructor: Dr. Mara Marin  
Office: DTB A349  
Office Hours: Thursdays 3:00pm – 4:00pm and by appointment  
E-mail: maramarin@uvic.ca (Please start subject with POLI 300B and give your full name.)  
CRN: 12690  

Course Description  

*Early Modern Political Thought* will make you familiar with basic problems, concepts and arguments advanced by a group of thinkers generally referred to as social contract theorists. To that end, we will focus on major works by Thomas Hobbes, John Locke and J. J. Rousseau. Among the questions we will consider are: What is the relation between the individual and the political community? Is political society natural or artificial? Are social inequalities based on nature or convention? What is the basis of political obligations? What is a legitimate government? If all men are equal, is slavery justified? If all men are equal why are women subordinate? Is private property justified? We will discuss concepts such as: the state of nature, the social contract, justice, natural law, equality, private property. There are no pre-requisites for this course. Students do not have to have taken any other political science course before taking POLI 300B. This course fulfills the Group I (Political Theory) requirement for Political Science Majors.  

Learning Outcomes  

At the end of this class you will recognize and reconstruct the arguments of social contract theorists and advance your own arguments in both written and oral form, and in relation to central concepts and problems of social contract theory.  

More specifically, this class has two types of learning outcomes: skills and content.  

In terms of **skills**, in this class you will develop your ability to:  
- Read carefully complex texts.  
- Recognize and reconstruct arguments in these texts.  
- Evaluate and criticize theoretical arguments.  
- Construct and advance your own arguments.  
- Listen to your peers, connect your ideas to theirs, and advance your arguments in dialogue with them.  

In terms of **content**, in this class you will:  
- Recognize and reconstruct central concepts, problems and arguments of social contract theory.  
- Apply these concepts to new contexts, both current and historical.  
- Identify in current events problems that have motivated social contract theory.  

As the aim of the class is to foster these skills in both oral and written form, the assignments include class participation and several written assignments.
Required Texts
The following books are available for sale at the University Bookstore (uvicbookstore.ca/contact). Please use these editions, and bring your copy of the text we are discussing to class with you.
All the other readings are available on CourseSpaces.

Course Requirements
- Attend all lectures. Arrive on time.
- Complete all readings by the assigned date. Bring your book to class along with paper and a pen or pencil. Consult the study questions available on CourseSpaces.
- Come prepared to discuss the reading requirement and to contribute your own ideas about it to class discussion.
- Contribute to a respectful academic environment by listening to the comments of others and refraining from unrelated conversation.

Class Format
Class meetings will include lecture and discussion. You are required to attend all lectures. It is NOT essential for your learning process to write down every word in my lectures. It is essential to try to understand the abstract, complex ideas that I will try to convey, to ask questions when you do not understand, and to participate in the class discussion of these ideas.

Laptops and other electronic devices
The use of computers, tablets or phones is not allowed in class. They must be turned off and stored in your bag during class. Exceptions to this rule will be made for those of you who need electronic devices to take notes. If you are one of these students, please come to see me IN THE FIRST TWO WEEKS OF THE SEMESTER. If you have not indicated your need to take notes on a computer by the end of Monday, September 16, I will assume that you, like most of us, learn better by taking handwritten notes and you will not be allowed to use an electronic device in class. A section of the classroom will be designated for the use of laptops or tablets for students who NEED a device to take notes. Electronic devices can ONLY be used in this section and only for the purpose of taking notes. If you use a computer in class, YOU ARE REQUIRED TO TURN OFF YOUR WIFI ON YOUR COMPUTER DURING THE ENTIRE CLASS.
Evaluation

There are FIVE components of your final grade in this class:

1. Class participation (10%)
2. Quizzes (15%)
3. Written argument reconstruction (20%)
4. First paper (25%)
5. Final paper (30%)

To pass this course, you must pass each of the FIVE components of the course. That is, if you fail one component you fail the course. For example, someone who writes all the writing assignments but does not attend class regularly will receive a failing grade for class participation and will subsequently fail the course. While passing each assignment is the minimum requirement for passing the course, my goal is for you to do well in every aspect of the course.

1. Class participation: 10% of the final grade. The purpose of this component is to encourage you to complete the assigned reading before each class and to develop your ability to speak publicly. You are expected to attend class with the text and your notes, ready to discuss the reading assignment, and raise questions about it. Study questions are provided online. Make sure to consult them when you do your reading.

Your participation grade will take into account your attendance record, your participation in class discussion and group work, and the questions/comments you submit on CourseSpaces.

- **Attendance** is necessary, but not sufficient for **good class participation**. As a good contributor to class discussion, you will take part in the discussion of the texts in a way that advances class discussion by listening to, taking into account and building upon other views expressed in class, offering reasons for your views, and keeping to the point. You will also participate in group discussion and any other in-class exercises.

- **Question/comment about the reading to be posted under “Student Questions” on CourseSpaces. Two times a semester**, before class, you are required to raise a question or make a comment about the reading for that day and post it online by 8pm the day before class according to the following plan: If your last name begins with a letter between A and F, you have to post your questions/comments during weeks 1, 4, 7 or 10. If your last name begins with a letter between G and N, you have to submit your questions/comments during weeks 2, 5, 8 or 11. If your last name begins with a letter between P and W, you have to submit your questions/comments during weeks 3, 6, 9 or 12. Your question/comment can point out a specific tension in the text, it can make a criticism of the text or summarize an idea in the text and apply it to a different context. It should be aimed at achieving a better understanding of the reading (not simply at fulfilling this requirement). **Be prepared to explain the question in class.** Post it on CourseSpaces under “Student Questions” by 8 pm the night before the class.

2. **Quizzes.** 15% of the final grade. There will be a number of unannounced short in-class quizzes. Each will take 5-10 minutes at the beginning of the class and will consist in 5-10 questions.
To do well in a quiz you need to complete the reading and try to answer the study questions before class. Quizzes will be open-book. However, you will only be able to complete the quiz correctly in the allotted time if you complete the reading before class. Most quiz questions will ask you to explain the meaning of a concept from the reading. You cannot make up for missed quizzes. You miss a quiz if you miss the class when the quiz was given or if you are late for that class. If you miss a quiz, you will be assigned 0 points for that quiz. The two lowest grades you receive for quizzes will be dismissed when determining your final grade for this course component. These two dismissed grades include any grade of 0 points assigned for missed quizzes.

3. Argument reconstruction (2 pp.) due on Tuesday, September 24, at 12pm, 20% of the final grade.

In this assignment you will reconstruct an argument from the readings. You will identify the thesis (claim) of the argument and clearly state it in the beginning of your written assignment. You will also identify, in your own words, the reasons brought to support the thesis, and clearly distinguish between the thesis and the reasons brought to support it. Finally, you will spell out the connections you see between the reasons and the claim.

4. First argumentative paper (3-4 pp.) due on Tuesday, October 29, at 12pm, 25% of the final grade.

In this assignment you will write an argument on a question raised by the course material. You will identify (and clearly state in the first paragraph) the thesis of your argument. You will also explain in your own words the reasons you bring to support the thesis and make clear the connections you see between reasons and claim. Finally, you will bring an objection to the argument and one reply to that objection.

5. Final paper (4-5 pp.) due on Monday, December 9, at 12pm, 30% of the final grade.

In this assignment you will once again write an argument on a question raised by the course material. Topics and detailed instructions, including grading rubrics for each writing assignment will be distributed in advance. All papers must be submitted on CourseSpaces and, IN ADDITION, a hard copy must be submitted at the beginning of the first class after the due date. The second argumentative paper is due on CourseSpaces by the deadline and, IN ADDITION, a hard copy has to be dropped in the Department of Political Science (in the drop box marked “Marin”) before 5pm on Monday, December 9.

If you are sick or go through a personal emergency, please e-mail me or someone you trust immediately so that we can arrange for you to do your work. If there is a conflict between course participation and religious observance, please contact me in advance.

The Writing Process

Writing is a long process that requires the writer (you) to go through several stages. Writing a good paper is a capacity that you can get better at IF YOU PRACTICE IT. This course offers you the opportunity to practice writing. I strongly encourage you to write several drafts for each essay and to revise them. It is a good idea to begin writing by making an OUTLINE of the main ideas you plan to develop in the paper. Start writing early (at least a week before the paper is due, if possible two weeks), revise, and go through SEVERAL drafts for each paper. Revising involves reorganizing
the material, throwing out entire paragraphs, sometimes pages; sometimes it involves starting again from scratch.

Writing Support

The Centre for Academic Communication, located on the main floor of the McPherson Library, is an excellent resource for academic and writing support. (See below for more info.) Make an appointment early on in the semester (the second or third week) and ask them for help with writing the argument reconstruction.

Late work policy

In the absence of certified excuses, late papers will be penalized by a third of a letter-grade on the first day and a full letter-grade per day after that. For example, if your essay is due on Monday at 5 pm, anything you hand in after 5 pm on Monday and before 5 pm on Tuesday will start as a “A-”; anything you hand in after 5 pm on Tuesday and before 5 pm on Wednesday will start as a “B-”; etc. I will not accept an essay more than 2 days (48 hours) after it is due.

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. Please see the (revised) academic integrity policy: http://web.uvic.ca/calendar2018-01/undergrad/info/regulations/academic-integrity.html

Course Experience Surveys (CES)

I value your feedback on this course. I will provide opportunities for your feedback early in the course and in the middle of the semester. 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.
Schedule of Readings

WEEK 1: Introduction

WEEK 2: Aims and methods in Hobbes’s Leviathan
September 12: Hobbes. Leviathan, Part I, Chapter 13 (pp. 74-78).

WEEK 3: Hobbes on the state of nature
September 16 and 19: Hobbes. Leviathan, Part I, Chapter 13 (pp. 74-78), cont., Chapter 14 (paragraphs 1-12, 17-33) (pp. 79-88), Chapter 15 (paragraphs 1-5, 8) (pp. 89-93).

WEEK 4: Hobbes on sovereignty
Argument reconstruction due on Tuesday, September 24 at 12pm on CourseSpaces. A printout is due in class on September 26.
September 23 and 26: Hobbes. Leviathan, Part I, Chapter 17 (pp. 106-110), Chapter 18 (pp. 110-118).

WEEK 5: Hobbes on dominion, conquest, consent and freedom
September 30: Hobbes, Leviathan, Chapter 20 (paragraphs 1-14, 18) (pp. 127-132, 135).
October 3: Hobbes, Leviathan, Chapter 21 (pp. 136-145).

WEEK 6: Locke on the state of nature and private property

WEEK 7: Locke on consent, family, and political relations, private property, cont.
October 14: Thanksgiving (no classes)
October 17: Locke, “Second Treatise,” Chapter 6, 7, 8, 9 (pp. 303-353).

WEEK 8: Locke in conversation with Haudenosaunee understandings of property and consent
October 21 and October 24: Susan Hill, "Travelling Down the River of Life Together in Peace and Friendship, Forever” and Victor P. Lytwyn, “A Dish with One Spoon”.

WEEK 9: Locke on executive and legislative power
First argumentative paper due on Tuesday, October 29 at 12pm on CourseSpaces. A printout is due in class on October 31.

WEEK 10: Rousseau on inequality
WEEK 11: Rousseau on the social contract
November 11: Remembrance Day (no classes)

WEEK 12: Rousseau on sovereignty and government

WEEK 13: The Age of Revolutions
November 28: *Declaration of Independence* of the American Revolution (1776)
  *The Declaration of Sentiments* of the Seneca Falls Conference (1848)
  Sojourner Truth, "Ain't I a Woman" (1851) (on CourseSpaces).

WEEK 14: The Age of Revolutions, cont.
December 2: *Declaration of the Rights of Man and Citizen* of the French Revolution (1789)
  Olympe de Gouge, *Declaration of the Rights of Woman and the Female Citizen* (1791)
  *The Haitian Declaration of Independence* (1804)

Final paper due on Monday, December 9, at 12pm on CourseSpaces. Printout due in the department by 5pm on Monday, December 9.

Course Policies

**CourseSpace**
This course has a CourseSpace site, which will be used to post a copy of the syllabus and additional course materials, such as the paper topics. You are also required to submit your written assignments on the CourseSpace site. To access the CourseSpace site you will need a Netlink ID. Please check the site early and ask me if you have trouble navigating it.

**Email**
I may send important information about assignments, course expectations or other matters by e-mail. It is your responsibility to ensure that you have indicated a valid email address in your university account so you can receive these announcements. It is also your responsibility to check this e-mail address once a day. I will make every effort to respond to emails in a timely manner, which generally will be under 48 hours during the week (longer on weekends). When emailing me, be sure to start the subject heading with POLI 300B and to include your first and last name.

**Office Hours**
Each week, I will hold office hours in which I am available to meet with you. You are strongly encouraged to take advantage of this opportunity to discuss course materials, assignments, or other questions or components raised by the course. If you have a time conflict with my scheduled office hours, please e-mail me to request another time.
Accessibility
Students with diverse learning styles and needs are welcome in this course. If you need an academic accommodation, please register with the Centre for Accessible Learning (https://www.uvic.ca/services/cal) as early as possible. Feel free to go directly to the Centre for Accessible Learning or to approach me.

University Support and Policies
The CAC = Academic writing help + more!
Are you uncertain about how to complete your assignment? Do you need help reading difficult texts or writing your papers? The staff of the Centre for Academic Communication (CAC) can help you with understanding academic expectations, academic writing, academic reading, avoiding accidental plagiarism, and more! They offer free one-on-one tutorials, workshops, and more. More info at https://www.uvic.ca/learningandteaching/cac/index.php.
CAC is easy to find in the library: walk down the main hallway and turn right at the blue EDGE banner. CAC is at the end of the hall. Questions? Contact Nancy Ami, CAC manager, at 250-853-3675 or at cpcmgr@uvic.ca.

Sexualized Violence Prevention and Response at UVic
UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. I encourage you to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out (Sexualized violence resource office in EQHR; Sedgewick C119, 250.721.8021, svpcoordinator@uvic.ca, www.uvic.ca/svp).

Counselling Services
Your mental health is as important as your physical health. During the semester, you might feel overwhelmed, lonely, or stressed about your academic performance. You might experience a personal or family tragedy. The University provides FREE counselling services. (Check www.uvic.ca/services/counselling/ for more information).
## Grading Scale

<table>
<thead>
<tr>
<th>Passing Grade</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 Grade</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, 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>
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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%.