POLI 300B: Early Modern Political Thought
Spring 2019
Tuesdays, Wednesdays and Fridays, 13:30-14:20, CLE A303

Instructor: Dr. Mara Marin
Office: DTB A349
Office Hours: Wednesday 3:00pm-4:00pm or by appointment
E-mail: maramarin@uvic.ca (Please start subject with POLI 300B and give your full name.)
CRN: 22566

Course Description

Early Modern Political Thought aims to make students familiar with basic problems, concepts and argument of social contract theory. To achieve this aim, we will read large selections of 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.

Learning Outcomes

At the end of this class you should be able to 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:

- Become familiar with central concepts, problems and arguments of social contract theory.
- Develop your ability to apply these concepts to new contexts, both current and historical.
- Develop your ability to 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 the course website.

**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.
- 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 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 students who need electronic devices to take notes. If you are one of these students you need to 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 Friday, January 18, 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: class participation (15%), quizzes (10%), written argument reconstruction (20%), first paper (25%), 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, our goal is for you to do well in every aspect of the course.

1. Class participation: 15% of the final grade. Students are expected to attend class with the text and their notes, ready to discuss the reading assignment, and raise questions about it. Your participation grade will take into account your attendance record, your participation in class discussion and group work, and the questions you submit on the Discussion Board.

   • Attendance is mandatory. You will be allowed THREE unexcused absences from lectures during the semester. An attendance sheet will be circulated at the beginning of the class. Make sure to sign it EVERY time IN YOUR OWN HANDWRITING. DO NOT SIGN ANYONE ELSE’S NAME FOR ANY REASON WHATSOEVER.
   • Class participation. A good contributor to class discussion takes 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 her/his views, and keeping to the point. She/he also participates in group discussion and any other in-class exercises.
   • Questions about the reading to be posted on the discussion board on Course Spaces. Four times a semester, before class, you are required to raise a question about the reading for that day and post it online by 9pm the previous day according to the following plan: If your last name begins with a letter between A and F, you have to submit ONE question during each of the weeks 1, 4, 7 and 10. If your last name begins with a letter between G and N, you have to submit ONE question during each of the
weeks 2, 5, 8 and 11. If your last name begins with a letter between P and W, you have to submit ONE question during each of the weeks 3, 6, 9 and 12.

- **Participation in class debate in WEEK 8.** Full details will be provided.

2. **Quizzes:** 10% 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. Their aim is to encourage you to complete the reading before class and to focus on the main ideas in each reading. They are NOT aimed at testing your ability to memorize the text. Therefore, they will be open-book (you will be able to look at the text during answering quizzes). However, you will not be able to complete the quiz in the allotted time if you have not completed the reading in advance. **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 due on Monday, January 28, at 12pm:** 20% of the final grade
   In this assignment you will reconstruct an argument from the readings. The aim of this assignment is to give you the opportunity to practice the ability to recognize and reconstruct a complex argument. As part of that ability, you will practice the ability to distinguish the **thesis (claim)** of the argument from **the reasons** brought to support it, the ability to explain the ways in which reasons support the claim, and the ability to articulate objections to an argument and replies to those objections.

4. **First argumentative paper due on Monday, February 25, at 12pm:** 25% of the final grade.
   In this assignment you will write an argument on a question raised by the course material.

5. **Second argumentative paper due on Tuesday, April 16, at 12pm:** 30% of the final grade.
   In this assignment you will practice the ability to construct an argument on a question raised by the course material.

Topics and detailed instructions for each writing assignment will be distributed in advance. **All papers must be submitted on Course Spaces 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 Course Spaces 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”) by **3pm on Tuesday, April 16.**

If you are sick or go through a personal emergency, please e-mail me, someone in your department or someone else 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. 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
January 8: Introduction to the course; review of course goals and policies

WEEK 2: Hobbes on the state of nature
January 15: Hobbes. Leviathan, Part I, Chapter 13 (pp. 74-78).
January 16: Hobbes. Leviathan, Part I, Chapter 14 (paragraphs 1-12, 17-33) (pp. 79-88).
January 18: Hobbes. Leviathan, Part I, Chapter 15 (paragraphs 1-5, 8) (pp. 89-93).

WEEK 3: Hobbes on sovereignty

WEEK 4: Hobbes on consent and freedom
Argument reconstruction due on Monday, January 28 at 12pm on Course Spaces. A printout is due in class on January 29.

January 29: Hobbes, Leviathan, Chapter 20 (paragraphs 1-14, 18) (pp. 127-132, 135).
January 30: Hobbes, Leviathan, Chapter 21 (pp. 136-145).
February 1: Hobbes, Leviathan, Chapter 30 (pp. 219-233).

WEEK 5: Hobbes on human nature
February 5: Hobbes, Leviathan, Part I, Chapter 1, 2 3 (paragraphs 5, 12), Chapters 4, 5, 6 (paragraphs 1-7, 13-39, 49-54, 57-59) (pp. 6-11, 13, 15-29, 30-31, 33-35).
February 6: Hobbes, Leviathan, Chapter 7, Chapters 10, 11 (pp. 35-37, 50-63).
WEEK 6: Locke on the state of nature

February 18-22: READING BREAK (No Classes)

WEEK 7: Locke on the nature of consent, family, and political relations.
First argumentative paper due on Monday, February 25 at 12pm on Course Spaces. A printout is due in class on February 26.

February 26: Locke, “Second Treatise,” Ch. 6 (pp. 303-318).
February 27: Locke, “Second Treatise,” Ch. 7 (pp. 318-330).
March 1: Locke, “Second Treatise,” Ch. 8, 9 (pp. 330-353).

WEEK 8: Locke on executive and legislative power (Class debate week)
March 5: Locke, “Second Treatise,” Ch. 11-13 (pp. 355-374).

WEEK 9: Rousseau on inequality

WEEK 10: Rousseau on the social contract
March 20: Rousseau, The Social Contract, Book I (pp. 41-56), cont.

WEEK 11: Rousseau on sovereignty and government
March 26: Rousseau, The Social Contract, Book II (pp. 57-81).
March 27: Rousseau, The Social Contract, Book III, ch. 1 (pp. 82-86), ch. 12-17 (pp. 110-118).

WEEK 12
April 2: Declaration of Independence of the American Revolution (1776)
Declaration of the Rights of Man and Citizen of the French Revolution (1789)
April 3 and April 5: The Declaration of Sentiments of the Seneca Falls Conference (1848)
Olympe de Gouge, Declaration of the Rights of Woman and the Female Citizen
Sojourner Truth, "Ain't I a Woman" (1851) (on Course Spaces).

Second argumentative paper due on Tuesday, April 16, at 12pm on Course Spaces. Printout due in the department on Tuesday, April 16, at 3pm.
Course Policies

Course Space
This course has a Course Space 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 Course Space site. To access the site you will need a Netlink ID. Please check the site early and ask Dr. Marin if you have trouble navigating it.

Email
Important information about assignments, course expectations or other matters may be sent 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. Dr. Marin 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 Dr. Marin, be sure to start the subject heading with POLI 300B and to include your first and last name.

Office Hours
Each week, Dr. Marin will hold office hours in which she is 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 conflict with another class, you can request another time.

Accessibility
Students with diverse learning styles and needs are welcome in this course. If you need an academic accommodation you will need to register with the Centre for Accessible Learning (https://www.uvic.ca/services/cal). Please do so as early as possible. Please feel free to go directly to the Centre for Accessible Learning or to approach Dr. Marin.

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? At the Centre for Academic Communication (CAC), we are here to support you with understanding academic expectations, academic writing, academic reading, avoiding accidental plagiarism, and more! We offer free one-on-one tutorials, workshops, and more. More info at https://www.uvic.ca/learningandteaching/cac/index.php.
We are easy to find in the library: walk down the main hallway and turn right at the blue EDGE banner. We’ll be waiting for you at the end of the hall. Questions? Contact Nancy Ami, CAC manager, at 250-853-3675 or at cacmgr@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. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting [www.uvic.ca/svp](http://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](http://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/](http://www.uvic.ca/services/counselling/) for more information).

**Grading Scale**

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<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>
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<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>
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<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 supplementa</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:

<table>
<thead>
<tr>
<th>N GRADE</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>N</td>
<td>Did not write examination or complete course requirements by the end of term or session; no supplemental.</td>
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</table>

| N | 0 | 0 – 49 | Did not write examination or complete course requirements by the end of term or session; no supplemental. |

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%.