

**PSCI 2302 A**  
**History of Political Thought II**  
**Wednesdays 11:35am-13:25pm**  
**Online**

**Location:** zoom (link available on Brightspace)

**Instructor:** Dr. Lev Marder (please in emails/in person just address as Lev)

**Email:** [levmarder@cunet.carleton.ca](mailto:levmarder@cunet.carleton.ca)

**Office Hours:** Mondays 5-6pm through zoom (or by appointment)

**Course Description:** Sharing a space can be exciting, a struggle, a form of art, a game. Bodies in a space. Who gets in, who makes decisions, who obeys and on what basis? We ask these questions in our personal lives and broader political discourse. In this course, when asking questions that appear strictly political, we will remain aware of the personal implications. You may or may not have thought about these questions before: How must or should institutions be designed to create the optimal conditions for living together? What are the differences between those included and those excluded from political participation? Who should rule and what are the possible sources of legitimacy to rule? Are there limits to how government can legitimately treat its citizens, what is the extent of government's authority, and what should be the limits of liberties, rights, and duties?

This course will introduce you to several approaches to thinking through these questions offered by some of the modern Western political theorists (Machiavelli, Hobbes, Locke, Rousseau, Marx). Our goal is to become better acquainted with their historical responses to these questions, the key concepts, the underlying assumptions and contemporary relevance of the examined arguments. As we do so, we will also zoom in and out of these historical responses to reframe or better frame them. In the first part of the course, the responses we examine will be tethered to thinking about land—the land we take from, the land that feeds us, the land we walk, the land that we can legally acquire, the land we eventually come back to in some form. Rights, liberties, legitimacy, authority, power, sovereignty, will especially be enriched when we combine the ideas of modern Western political theorists with Indigenous thinking at the end of the first half of the course. In the second half, the same concepts, assumptions, and questions will be anchored to thinking about the body, culminating in a discussion of feminist perspectives and a final forum discussion.

**Course Learning Outcomes:** Upon completing this course, students will be able to:

- Interpret and discuss the implications of influential political ideas and concepts including legitimacy, authority, social contract, liberty, rights, and sovereignty
- Discuss the value of contemporary Indigenous and non-Indigenous perspectives to understanding the historical developments of modern political thought and practices, especially as they apply to the land and the body

- Evaluate the different frames of thought in comparison with one another and against political events and outcomes of key court cases
- Demonstrate professional and ethical behaviour through teamwork, and the practice of collaborative and respectful questioning of various perspectives
- Have honed communication skills in multiple settings through weekly case analysis, and writing exercises
- Have developed critical and creative thinking skills through textual analysis, and the testing of theories and arguments against court cases and concrete legal conundrums in the Canadian contexts

**Course Format:** The class is organized around broad questions and texts that will help us formulate our positions, and it will only be as great as our collective participation in opening up the questions, and respectfully challenging each other's views. Online lecture introducing the week's topic and main ideas available 11:35-12:25 on Wednesdays will lead into the discussion from 12:25-13:25. For that latter portion, the discussion, your participation is crucial (15%). That discussion will help us apply the theories and critiques covered in the readings and lecture to real world case studies/court cases. This will prepare you for the writing assignments (20% group; 45% individual) and midterm (20%). Hence you will have the optimal combination of theory and practice throughout the course.

**Required Materials:** All Readings available on Brightspace

### **COURSE ASSESSMENT**

Participation	Ongoing	15%
US Elections Forum Discussion	October 10-12	15%
Modern Political Thought Interview Podcast	October 19 <sup>th</sup>	20%
Midterm	October 30 <sup>th</sup>	20%
“My Body?” Forum Debate	December 4-6	30%
Total		100%

### **Participation (15%)**

Excellent seminar participation involves consistently coming to class online, demonstrably having read the material, staying for the entire class, paying full attention to what others in the class are contributing, and making valuable contributions to the discussion in smaller and larger groups. Good participation involves consistently coming to class, and sometimes making valuable contributions (often showing that one has familiarized themselves with class material before the discussion).

### **US Election Forum Discussion (October 10-12) 15%**

The US are holding presidential elections November 4<sup>th</sup>, and it is becoming clearer which states will vote how. Using the frameworks of thought of Machiavelli or Hobbes, in a 750 word forum post due October 10<sup>th</sup>, you will be asked to reflect on how the President-elect may consolidate power in territories that do NOT vote for them, what basis would be sufficiently legitimate, why

people in those territories should obey. It is paramount to show what you have learned in the course and use that properly cited course material as evidence to support your position. This forum post will be worth 10% of your final grade. The other 5% are for two 300 word forum responses to classmates that likewise show understanding of learned material (with properly cited course material evidence) to be posted by October 12<sup>th</sup>. Further instructions will be discussed in class and posted on Brightspace.

### **Modern Political Thought Interview Podcast (October 19<sup>th</sup>) 20%**

Students will be given a current event or court case that involves Indigenous land in Canada. The task will be to conduct a 10 minute mock interview (and submit the transcript) with proponents of the views from at least TWO of the frameworks discussed up to the October 9<sup>th</sup> class. You will give them a chance to express their views and question them as well. One podcast per group is to be submitted by October 19<sup>th</sup>. Further instructions will be shared during the first four weeks of classes. Students who are not in a group or do not contribute to the group project will achieve a 0 on this assignment.

### **Midterm (October 30<sup>th</sup>) 20%**

The midterm will cover course material up to this point in this course (readings and lectures and case studies). The midterm will be held during class time and 90 minutes will be allotted for the midterm. It is to be completed individually and it is open-book, but no use of AI allowed. It will consist of 40 multiple choice questions.

### **“My Body?” Forum Debate (Dec 4-6) 30%**

This assignment will be based on the frames of thinking introduced in the second half of the course (Locke and on). Relying on the frameworks and concepts learned in class, you will have the choice to take a position on issues ranging from abortion, to vaccinations, and gender expression. These choices of topics will be discussed in more depth during the November 6<sup>th</sup> class. By Dec 4, you will generate your five-page argument, taking a position on the issue supported by cited course material (20%). The position is to be posted on the forum on Brightspace. Between Dec 4-6, our class will have a debate on these issues and you will respond to each other using cited course material from the second half of the course (10%). Please note, much much much more detailed instructions will be discussed in class and posted on Brightspace.

### **Weekly Schedule:**

#### **Week 1 (Sept 11): Introduction and Course Overview**

Reading: Emile Benveniste, “Two Linguistic Models of Citizenry”

#### **Week 2 (Sept 18): Machiavelli: What does history teach us about power?**

Readings: *The Prince*, Letter, Intro., chs. 1-23

#### **Week 3 (Sept 25): Hobbes: Materialism, the driving force of human nature, and authority**

Readings: *Leviathan*, Introduction-ch. 12

#### **Week 4 (Oct 2): Hobbes: Are there any limits to the power of sovereigns? What is left of**

**rights and liberties?**

Readings: *Leviathan*, chs. 13-21.

**Week 5 (Oct 9): Indigenous perspectives on the Social Contract tradition**

Readings: Borrows, J., 1995. With or without you: First Nations law (in Canada). *Mcgill LJ*, 41, p.629.

Nichols, R., 2013. Indigeneity and the settler contract today. *Philosophy & social criticism*, 39(2), pp.165-186.

*Watch*: Recognition, Reconciliation and Resentment in Indigenous Politics, with Dr. Glen Coulthard <https://www.youtube.com/watch?v=usrJlFVpKaM>

**Week 6 (Oct 16): Locke: What are humans like without a social contract? What is the best form of government? And for whom?**

Readings: *Locke, Second Treatise, Ch. 1-19*

**Week 7 (Oct 23): Fall Break (no class)**

**Week 8 (Oct 30): Midterm (20%)**

The midterm will cover material up to this point in this course (readings and lectures and case studies). It will consist of 40 multiple choice questions. You will have 90 minutes to complete the midterm.

**Week 9 (Nov 6): Rousseau: Should individuals be trusted with protecting liberty? Would a dynamic view of human nature change how we understand social contracts? Is democratic citizenship possible?**

Readings: *Discourse on Inequality*; *Social Contract*, Books 1, 2.

**Week 10 (Nov 13): Marx: Economics, human nature, capitalism, and the historical forces shaping political arrangements**

Readings: Preface to A Contribution to the Critique of Political Economy (p.209-213), Society and Economy in History (Marx to P. V. Annenkov) (PDF), Theses on Feuerbach (p. 98-101), The German Ideology: Part I (p. 102-132); Marx, Economic and Philosophic Manuscripts of 1844 (p. 58-68)

**Week 11 (Nov 20): Alienation, rights, liberties, and the abolition of private property**

Readings: Karl Marx “Estranged Labor” and “Alienation and Social Classes”

**Week 12 (Nov 27): Feminism, the body, liberty and the private/public sphere distinction**

Readings: Donna Haraway, “Modest Witness”

*Watch*: Body, Reproduction and the Commons. Perspectives for the Grassroots Feminism | Silvia Federici

<https://www.youtube.com/watch?v=A0poBHKEUJw>

**Week 13 (Dec 4-6) “My Body?” Debate**

## Course Policies

### **Submission of Assignments and Late Policy:**

Written assignments are due at 11:59pm in the Dropbox online through Brightspace on the day indicated on the syllabus.

Late assignments, without proper documentation and prior agreement with your instructor when possible, will receive a 10% daily deduction including weekends. Forum participation cannot be late and will be assessed a 0 if late.

If you know that you will have a few assignments due in several classes on the same day, come talk to your instructor about it early (at least two weeks before the deadline) and a short extension may be granted. Extensions are official only in written form, when confirmed through email.

### **Reading, Email, Office Hour and Other Rules:**

Every student is responsible for all required readings. Some of the texts are more difficult than others. Students are expected to come to every class online having read the reading assigned for that class.

I will be happy to meet with you through zoom, please reach out, let me know what times work for you, and I'll be happy to chat. Come, sit, relax in the virtual office and if you want to talk about the university in general or the course in particular, I'll be glad to see you. My rule for both email communication and office hours is that you meet me half way. (For example, just asking what does Rawls think of equality doesn't give me anything to work with in order to help you out). Be prepared to tell me what you know and what you understand so that we can build on that basis to enrich your understanding and experience.

Please include the course code in your email. I will reply to emails within 24 hours (and usually much much much much quicker), so if you do not get a reply from me within 24 hours, the wires must have crossed somewhere and you should email me again to make sure your email gets through. Please don't hesitate to resend emails in those cases, as quick communication under these circumstances is paramount and I'd love to help.

## University Policies

### **Appendix**

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#### **Student Mental Health**

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

- **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

### **Requests for Academic Accommodation**

Deferred final exams, which must be applied for at the RO, are available ONLY if the student is in good standing in the course. The course outline must stipulate any minimum standards for good standing that a student must meet to be entitled to write a deferred final exam.

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**Academic consideration for medical or other extenuating circumstances:** Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

**Pregnancy accommodation:** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

***Religious accommodation:*** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

***Accommodations for students with disabilities:*** If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

***Accommodation for student activities:*** Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more information, please [click here](#).

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](http://students.carleton.ca/course-outline).

### **Sexual Violence Policy**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support).

### **Academic Integrity**

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

### ***Plagiarism***

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the

source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another's data or research findings without appropriate acknowledgement;
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

### ***Use of Artificial Intelligence***

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

### ***Procedures in Cases of Suspected Violations***

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

### **Intellectual property**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### **Submission and Return of Term Work**

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

### **Grading**

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>	<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

### **Carleton E-mail Accounts**

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

### **Carleton Political Science Society**

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

### **Official Course Outline**

The course outline posted to the Political Science website is the official course outline.

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