

PSCI 2302 A
History of Political Thought II

Monday 9:35 – 11:25 a.m.

Please confirm location on Carleton Central

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Office Hours: Monday 1:00 – 2:00 p.m., Wednesday 1:00 – 3:00 p.m.
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Course Description and Objectives

“It is a question of ... a history which will have regard to the sometimes prodigious theses which Europe has put forward, but which will also not forget Europe’s crimes ...”
– Frantz Fanon (1961) *The Wretched of the Earth*, p. 315

Along with PSCI 2301, this course provides an introduction to the tradition of Western political thought. We will be examining a selection of seminal early modern and modern texts from the sixteenth to the nineteenth century as well as a few shorter “contrapuntal” readings which put the Western tradition into critical perspective. In doing so, we will address some fundamental questions about politics and political thought.

These questions include: What is the purpose of politics and of political theory? What is the relationship between assumptions about human nature and politics? Why do people form political communities? How can, and how should, political communities be organized? How can/should the relationship of individuals and groups to the community be regulated? What is the proper role of government and what should be its limits? What are its sources and problems of legitimacy? How does politics relate to other spheres of modern society like the economy or religion, and how does this differ from non-modern societies? What are the legacies of Judeo-Christian theology in modern Western political thought? How do European colonialism and imperialism manifest themselves in modern Western political thought? How does modern Western political thought address issues surrounding nature/ecology, human and cultural diversity, class, gender, race, Indigeneity, and other ascriptive identities?

Answers to these questions have shaped Western and global politics and society (and how we think about these) in important ways. We will consider these questions and different answers to them both in their respective historical contexts and in relation to our own time: to what extent do historically and contextually specific accounts in early modern and modern Western political thought still speak to issues and dynamics in contemporary politics and society? Students should leave the course with an understanding and critical appreciation of major contributions and legacies as well as biases and liabilities of Western political thought.

Course Format

This is an in-person course with a weekly two-hour (110 min) lecture and one-hour (55 min) tutorials conducted by the Teaching Assistants for the course. The tutorials will begin in the second week of the course.

Learning Outcomes

By the end of this course, students should be able to

- identify and describe central ideas, arguments, and approaches in, as well as critiques of, modern Western political thought and relate these to their historical contexts;
- critically and comparatively assess the contributions and limitations of different philosophical and theoretical approaches;
- make connections between these approaches and past and present political practices.

Generally, assignments and class activities are intended to hone students' skills to analyze, interpret, and critically evaluate theoretical ideas and arguments in reading, speech, and writing.

Readings

All course readings will be available free of charge through the Carleton Library's ARES online reserve system on Brightspace or the Library website (or through online links provided below). Should students wish to purchase physical copies of assigned texts, they can consult the instructor about suitable editions.

Evaluation at a Glance

<u>Requirement</u>	<u>Percentage of final grade</u>	<u>Due date</u>
Attendance and Tutorial Participation	15%	Weekly (beginning on January 12)
Quiz	5%	February 2

Midterm Exam	20%	February 23
Take-home Essay	35%	March 30
Final Exam	25%	Date TBD in official exam period, April 11-23

Evaluation in Detail

Attendance and Tutorial Participation (15%). Attendance is required at lectures and tutorials. To benefit from the course, it is essential that you read the assigned texts prior to lectures and tutorial meetings. The use of AI in completing the reading assignments is strongly discouraged. AI-generated summaries of readings are no adequate substitutes for thoughtful engagement with the original texts and will not allow you to meaningfully contribute to discussions in your tutorial. Your tutorial participation will be evaluated based on the quality and quantity of your oral contributions, with greater weight given to quality. Quality contributions (questions, comments) demonstrate that you have read the assigned materials; that you can analytically, interpretatively, and critically reflect and comment on central ideas of the readings and lectures; and that you can make connections between these ideas and other themes or readings in the course.

Quiz (5%). Students will take a short (15 min) in-class quiz **at the beginning of class on February 2**. The quiz will consist of 12-15 short questions such as multiple-choice questions, identifications of quotations, true-false questions, one-to-three-word answers, etc. It is not possible to defer the quiz except in case of a documented medical, family, or similar emergency. Use of generative AI is possible and allowed in preparing for the quiz. For instance, you could prompt an AI chatbot to generate a multiple-choice quiz on class readings. However, there is no guarantee that the quiz you will have to take on paper in class – of course, without any possible assistance from AI – will be similar to whatever an AI chatbot may generate.

Midterm Exam (20%). Students will write a short (1h 15min) in-class midterm exam **in the first half of class on February 23**. Students will have to write an essay in response to one question to be chosen from a selection of topics. More specific instructions about expectations for the essay and the selection process will be given in class and on Brightspace. If you are unable to write the midterm exam due to extenuating circumstances (such as a death in the family, illness, etc.), you must notify the instructor before the exam and provide appropriate supporting documentation. Upon review, the instructor may offer a deferred exam. **The deferred midterm exam will be held on Monday, March 2 at 7:15 a.m., location TBA.** The use of generative AI in preparing for the midterm exam is discouraged.

Take-home Essay (35%). Each student is required to write a take-home essay (1500-1800 words, 12-point font, double-spaced) in response to prompts posted on Brightspace on March 2. The essay is **due on Brightspace on March 30 (11:59 p.m.)**. An extension of this deadline is not possible except in case of a documented medical, family, or similar emergency. Any request for such an extension must be made to the instructor before the due date of the essay. Late submissions will be accepted but penalized by 3% per day for up to seven calendar days. The take-home essay assignment will consist of three parts. The use of AI will not be allowed for the first part of the assignment. The use of AI is permissible but discouraged for the second part of the assignment. The use of AI will be allowed for the third part of the assignment. More specific instructions for, and information about, the three parts of the take-home essay assignment, permissible and not permissible uses of AI, and expectations for the essay will be given with the assignment.

Final Exam (25%). Students will write a final (1h 30min) exam during the official exam period, April 11-23. The final exam will have two parts. Part I will consist of 12-15 short questions similar in style to those on the Quiz and covering the material since the Quiz. In part II, students will have to write an essay in response to one question to be chosen from a selection of topics pertaining to the entire term. Use of generative AI is possible and allowed in preparing for the quiz portion of the exam (e.g. through AI-generated practice quizzes). The use of generative AI in preparing for the essay in the final exam is discouraged and, of course, not allowed in writing either part of the exam.

To pass the course, students must complete all of the assignments listed above.

AI Policy

In addition to the non-use or permissible uses of AI for each assignment stated above, the general principles and rules for the use of AI in this course are as follows.

Students may use AI tools for basic word processing functions, including grammar and spell checking (e.g. Grammarly, Microsoft Word Editor, Copilot). Use of AI is also allowed for quiz preparation, though not in writing the quiz itself (as explained above). It is not necessary to document the use of AI for these purposes.

The use of AI as a short-cut to the completion of reading assignments through AI-generated summaries instead of reading the original texts is strongly discouraged. (I could say that it is not permitted, but of course I have no way of monitoring and enforcing this.) Relying on AI-generated summaries will deprive you of the learning experience and insights you can only gain from reading and thinking about the ideas in the original texts.

AI use in the preparation for the essays to be written for the midterm and final exams is discouraged. The exams will be written in-person and by hand (except in cases of PMC accommodations). Assistance from any electronic devices on or near your person is not allowed. Nor are notes or other material mnemonic aids. Since possible essay topics for the exams will be distributed before the exams are written, using AI to generate essay outlines or content would be possible. However, doing so would deprive you of the learning experience of independently and critically thinking about the topic yourself. Independent thinking, analytical, and critical skills cannot be replaced by generative AI. Effective use of generative AI in professional or academic contexts in which it is allowed or expected is only possible after thinking, analytical, and critical skills have been sufficiently developed. For this reason, the use of AI for exam preparation in this course is discouraged. Whether or not you follow this advice, you will not be asked for documentation of AI use in your exam preparation.

The use of generative AI is allowed though not encouraged for two of the three parts of the take-home essay, as explained above (and as will be explained further in the specific instructions for the take-home essay on Brightspace). For instance, you could use generative AI to give you ideas about themes mentioned in essay prompts based on the class readings. However, you should not use entire sentences or passages of AI-generated text in your essay. You will also be required to provide full bibliographic information (citations to the text under investigation with page numbers) for any ideas from a text you paraphrase or quote from. Apart from acquiring writing skills and learning proper academic citation practices, another reason for this is that information generated by AI is often inaccurate. If you choose to use generative AI for the parts of the essay assignment in which it is allowed, you must disclose the nature and extent of this use in a statement at the end of your essay (e.g. which AI chatbot was used, what prompts were used, how the generated text was used).

I personally have serious pedagogical, political, economic, ecological, and ethical reservations about the use and mainstreaming of (especially generative) AI, which I would be happy to discuss with you further in our first class. However, I realize that we live in a world in which AI use is prevalent, and in certain contexts, unavoidable or even expected. The above stated policy with its overall recommendation of abstinence from, or sparing use of AI acknowledges your exposure to, and experience with the use of AI. However, it is also intended to caution you to think carefully about whether reliance on AI in the context of this course is a good use of your cognitive capacities and your tuition fees.

As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described above with the course instructor to ensure it supports the learning goals for the course.

Class Schedule (subject to modification if appropriate)

Jan. 5 Introduction

Jan. 12 Niccolò Machiavelli, *The Prince*,
Dedication, Chs. 1, 3-9, 12 (only par. 1-3), 13-19, 21-26.

Jan. 19 Titu Cusi Yupanqui (2005 [1570], “The Speech of the Imprisoned Inca to the Spaniards, as he handed over the first Treasure to them,” “Manco Inca’s Speech to the Spaniards,” “How the Coya was turned over,” “The Inca’s Speech to his Chiefs about the Siege of Cuzco,” The Indians’ Answer to the Inca,” “Manco Inca’s Dying Speech to his Son” in Ralph Bauer (ed.) *An Inca Account of the Conquest of Peru*. Boulder: University of Colorado Press. [Selections from the chapter containing the translation of the account, approx. 7 pages]
Niccolò Machiavelli, *Discourses*, Dedication; Bk. I, preface, chs. 2, 4-6, 58; Bk. II, ch. 2; Bk. III, ch. 1.

Jan. 26 Thomas Hobbes, *Leviathan*, Introduction; Pt. I, chs. 1, 4-6, 11, 13-15.
(Chs. 12 and 16 optional)

Feb. 2 Thomas Hobbes, *Leviathan*, Pt. II, chs. 17-21, 29, 30.

***** ***Quiz at the beginning of class*** *****

Feb. 9 John Locke, *Second Treatise of Government*, Chs. 1-10.

Feb. 16 Winter Break (no class)

Feb. 23 John Locke, *Second Treatise of Government*,
Chs. 11-15, 17-18, 19 (only §§ 211-231, 240-243).
(Ch. 16 optional)

***** ***Midterm Exam in the first half of class*** *****

Mar. 2 Jean-Jacques Rousseau, *Discourse on the Origin of Inequality*, entire (omit notes).

***** ***Take-home essay assignment posted on Brightspace*** *****

Mar. 9 Lahontan (1905 [1703]) “A Conference or Dialogue between the Author and Adario, A Noted Man among the Savages containing A Circumstantial View of the Customs and Humours of that People” [Pages 147-187], in Reuben Gold Thwaites (ed.) *New Voyages to North America by the Baron de Lahontan* [Louis-Armand de Lom D’Arce], Vol. 2. [Pdf of selection: 13 pages]
 Jean-Jacques Rousseau, *On the Social Contract*, Bks. I and II.

Mar. 16 Jean-Jacques Rousseau, *On the Social Contract*,
 Bk. III, chs. 1-3, 8-18; Bk. IV, chs. 1-2, 7-9.
 Charles W. Mills (1997) *The Racial Contract*. Ithaca: Cornell University Press, pp. 1-7, 62-69.

Mar. 23 Alexander Hamilton, James Madison and John Jay, *The Federalist Papers*, Nos. 1, 9, 10, 49, 51.
 U.S. Bill of Rights, Amendments I-XIX (1789-1919), available at <https://www.archives.gov/founding-docs/bill-of-rights-transcript>.
 Declaration of the Rights of Man and Citizen (1789), available at https://constitutionnet.org/sites/default/files/declaration_of_the_rights_of_man_1789.pdf.
 Olympe de Gouges, Declaration of the Rights of Woman and Female Citizen (1791), available on Brightspace.
 Constitution of Haiti (1805), available at <https://wp.stu.ca/worldhistory/wp-content/uploads/sites/4/2015/07/Constitution-of-Haiti-1805.pdf>.

Mar. 30 Karl Marx and Friedrich Engels, *The German Ideology*, Part I. [Selections from Lawrence H. Simon (1994) (ed.) *Karl Marx: Selected Writings*. Indianapolis: Hackett.]

***** ***Take-home Essay due on Brightspace*** *****

Apr. 6 Karl Marx and Friedrich Engels, *The Communist Manifesto*, Pts. I, II and IV.
 Karl Marx, “The British Rule in India,” available at <https://www.marxists.org/archive/marx/works/1853/06/25.htm>.
 Karl Marx, “The Future Results of British Rule in India,” available at <https://marxists.architexturez.net/archive/marx/works/1853/07/22.htm>.
 Karl Marx, “The Indian Revolt,” available at <https://www.marxists.org/archive/marx/works/1857/09/16.htm>.
 Karl Marx, “Investigation of Tortures in India,” available at <https://www.marxists.org/archive/marx/works/1857/09/17.htm>.

Political Science Course Outline Appendix

REQUESTS FOR ACADEMIC ACCOMMODATION

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

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>

Academic consideration for medical or other extenuating circumstances: Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

Pregnancy: 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, please contact Equity and Inclusive Communities (EIC) at equity@carleton.ca or by calling (613) 520-5622 to speak to an Equity Advisor.

Religious obligation: 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](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (*if applicable*).

Survivors of Sexual Violence: As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated, and its 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: <https://carleton.ca/equity/sexual-assault-support-services>.

Accommodation for Student Activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me 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.

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

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). Permissibility of submitting substantially the same piece of work more than once for academic credit. If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

Please reference the [Academic Calendar](#) for each term's official withdrawal dates

OFFICIAL FINAL EXAMINATION PERIOD

Please reference the [Academic Calendar](#) for each terms Official Exam Period (may include evenings & Saturdays or Sundays)

For more information on the important dates and deadlines of the academic year, consult the [Carleton Calendar](#).

GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

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

ACADEMIC INTEGRITY

Academic integrity is an essential element of a productive and successful career as a student. Students are required to familiarize themselves with the university's [Academic Integrity Policy](#).

PLAGIARISM

The University Senate defines plagiarism as "*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else's published or unpublished material, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*"

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

RESOURCES (613-520-2600, phone ext.)

Department of Political Science (2777)	B640 Loeb
Registrar's Office (3500)	300 Tory
Centre for Student Academic Success (3822)	4 th floor Library
Academic Advising Centre (7850)	302 Tory
Paul Menton Centre (6608)	501 Nideyinàn
Career Services (6611)	401 Tory