

PSCI 6301 (W)
Political Theory II
Wednesdays, 8:35 – 11:25am
(Please confirm location on Carleton Central)

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Course Description

We can seek to understand, compare, and categorize political societies in numerous ways. For example, we can look to their constitutional forms, to their political and/or social composition, to their institutional arrangements and histories, to how they relate individual goods and public goods, to their models of citizenship, or to the state of their arts, sciences, and/or commerce. In the history of Western political thought, especially since the seventeenth century, the balance between liberty and authority has come to be seen as a particularly significant characteristic of political societies, one that allows for comparisons amongst and within particular regime types.

In this course, we will read and critically interrogate works by Thomas Hobbes, John Locke, Montesquieu, Edmund Burke, Mary Wollstonecraft, Catharine Macaulay, Harriet Taylor, and John Stuart Mill, with a particular eye to how these authors thought about the relationship between liberty and authority as an essential and defining characteristic of different political societies.

Though all of the assigned readings for the term are primary texts, engagement with secondary literature will figure prominently in this course. We will discuss engagement with scholarly sources at length and it will figure in students' seminar presentations and in their term paper research.

The course is designed for doctoral students who are preparing for their comprehensive examination in Political Theory.

Please ensure that you read the Policy on the Use of Generative AI (p.6).

Evaluation at a Glance

- Term Paper (max. 25 pages)	45% (Due April 1)
- Seminar Presentations	30%
- Participation	25%

Evaluation in Detail

Term Paper

Each student will design an original research project, related to the course material. The Term Paper (max. 25 pages) will be due in Brightspace by 11:59pm on April 1. Students will be expected to incorporate significant secondary research into their term papers. Each student must meet with the professor by February 27 to discuss their research project.

The final seminar of the term will be set aside for a mini conference at which each student will deliver a 15-minute presentation of their research. A discussion period will follow each presentation. Through their participation in the mini conference, students will develop skills that will prepare them for conference presentations, thesis defences, and teaching in the future.

The mini conference presentations will be graded on a pass/fail basis. Each student must earn a passing grade on their presentation to receive a grade for their Term Paper. Much like the model for comprehensive exams, in the event that a student does not earn a passing grade for their mini conference presentation, they will be offered a second opportunity to earn one through an oral examination of their paper, to be conducted by the professor.

The Term Paper assignment will be discussed in detail in the first seminar of the term (Jan. 7).

Seminar Presentations

The weekly seminars will be structured around student presentations of the assigned readings. Each student will be required to make three such presentations during the term. Presentations may include discussion of secondary literature. As part of their presentations, students will upload a set of discussion questions (3-5) to Brightspace. The discussion questions must be uploaded by noon the day prior to the presentation. The presentations will be discussed in detail and students will sign up for their three dates during the first seminar of the term (Jan. 7).

Participation

Participation grades will reflect each student's overall contribution to the scholarly environment of the seminar. Attendance in this seminar is mandatory.

Summary

Students are required to:

- 1) Complete assigned readings prior to each seminar
- 2) Attend weekly meetings of the seminar and participate in class discussions (25%)
- 3) Give three seminar presentations (10% each for a total of 30%)
- 4) Present their research at the mini conference on April 1(Pass/Fail)
- 5) Submit one Term Paper (45%)

Readings:

We will read from the following texts this term:

- Thomas Hobbes, *Leviathan*
- John Locke, *Second Treatise of Government*
- John Locke, *A Letter Concerning Toleration*
- Montesquieu, *The Spirit of the Laws*
- Edmund Burke, *Reflections on the Revolution in France*
- Mary Wollstonecraft, *A Vindication of the Rights of Men*
- Catharine Macaulay, "Observations on the Reflections of the Right Hon. Edmund Burke on the Revolution in France"
- Harriet Taylor, "Enfranchisement of Women"
- John Stuart Mill, *Utilitarianism*
- John Stuart Mill, *On Liberty*

All of these texts are available online, free of charge through MacOdrum Library. Students will likely already own physical copies of some or all of them. We will discuss available editions of the texts during the first meeting of the seminar. Students who do not already own copies of particular texts and who wish to purchase them should consult the professor about their choice of editions.

Course Schedule

Week 1 (January 7): Introduction to the Course

- Discussion of syllabus
- Sign-up for seminar presentations

Week 2 (January 14): Thomas Hobbes

- Assigned Reading:
 - o *Leviathan* (1651)

- Part 1

Week 3 (January 21): Thomas Hobbes

- Assigned Reading:
 - *Leviathan* (1651)
 - Part II; Part IV (chapter xlvi and “A Review and Conclusion”)

Week 4 (January 28): John Locke

- Assigned Reading:
 - *Second Treatise of Government* (1689)
 - Chapters 1-12

Week 5 (February 4): John Locke

- Assigned Reading:
 - *Second Treatise of Government* (1689)
 - Chapters 13-19
 - *A Letter Concerning Toleration* (1689)

Week 6 (February 11): Montesquieu

- Assigned Reading:
 - *The Spirit of the Laws* (1748)
 - Books 1-8

Week 7 (February 18): No Seminar (Winter Break)

Week 8: (February 25): Montesquieu

- Assigned Reading:
 - *The Spirit of the Laws* (1748)
 - Books 9-13; 19 (chapters 1-5, 27)

Week 9 (March 4): Edmund Burke

- Assigned Reading:
 - *Reflections on the Revolution in France* (1790)
 - Up to the paragraph ending with "... into the antagonist world of madness, discord, vice, confusion, and unavailing sorrow." (Depending on which edition you are reading, this paragraph should fall somewhere between pages 85 and 97)

Week 10 (March 11): Catharine Macaulay/ Mary Wollstonecraft

- Assigned Reading:
 - Wollstonecraft, *A Vindication of the Rights of Men* (1790)
 - Macaulay, "Observations on the Reflections of the Right Hon. Edmund Burke on the Revolution in France" (1790)
 - Republished in *Catharine Macaulay: Political Writings*. Edited by Max Skjönsberg (Cambridge University Press, 2023).

Week 11 (March 18): Harriet Taylor/John Stuart Mill

- Assigned Reading:
 - Taylor, "Enfranchisement of Women" (1851)
 - Mill, *Utilitarianism* (1861)
 - Part 2
 - Mill, *On Liberty* (1859)
 - Part 1

Week 12 (March 25): John Stuart Mill

- Assigned Reading:
 - *On Liberty* (1859)
 - Parts 2-4

Week 13 (April 1): Mini Conference

Key Dates: Summary

Date	Topic	Assignment
January 7	Intro to the Course	
January 14	Hobbes	
January 21	Hobbes	
January 28	Locke	
February 4	Locke	
February 11	Montesquieu	
February 18	No Class: Fall Break	
February 25	Montesquieu	
March 4	Burke	
March 11	Macaulay/Wollstonecraft	
March 18	Taylor/Mill	
March 25	Mill	
April 1	Mini Conference	Term Paper Due

Course Policies

Copyright

Lectures and course materials (including any PowerPoint presentations, videos, or similar materials) are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not allow others to reproduce, distribute, or make available lecture notes and/or course materials, whether publicly or for commercial purposes, without the professor's express written consent.

Policy on the Use of Generative AI

In this course, you are responsible for completing every step in developing, designing, and writing your graded assignments without the use of Large Language Models (LLMs) such as ChatGPT, Claude, DeepSeek, or Gemini. This means that you may not use LLMs, for example, to brainstorm, to summarize research findings, articles, and/or books, to write any portion of your assignments, or to edit them.

To prohibit the use of LLMs in this course is not to deny that they are now part of our world or even that, for some applications, they might prove useful as tools. Rather, the prohibition on the use of LLMs is driven entirely by the pedagogical objectives of the course and by the understanding of scholarship that underlies them. On this view the activities of reading and interpreting texts, formulating questions, researching, writing, and editing are not discreet enterprises. None can be farmed out to computers without significant intellectual and scholarly loss for the simple reason that thinking and writing are intimately connected and cannot be divorced from one another.

As a professor, I am committed to guiding students as they deepen their understanding of the course material, encouraging their intellectual curiosity, and assisting them to develop skills requisite for formulating, communicating, and debating complex arguments. To realize these objectives, it is essential that the work I comment upon and grade is truly the students' own work. Correspondingly, it is essential that it is I who designs the course and who comments upon and grades my students' work. Therefore, as part of this policy, I make a commitment to my students that I will not use generative AI to produce any element of this course (including syllabus, reading lists, assignments, etc.), nor will I use generative AI to grade or comment upon any student work.

In order to ensure the integrity of the course and that students have opportunities to benefit maximally from their participation in it, I will take reasonable steps to ensure that all students abide by this policy on the use of generative AI and, in cases where they do not, take appropriate measures as prescribed by Carleton University's Academic Integrity Policy.

Citations and Bibliography

All written assignments must include a full list of sources used. In addition, students must indicate all references to the texts in footnotes or in-text citations. You are free to use either Chicago or APA style, whichever you prefer, so long as you employ your chosen style consistently and correctly throughout your assignment. For more details on how to provide proper citations, please consult the MacOdrum Library website:

<https://library.carleton.ca/help/citing-your-sources>

As a university student, you are a member of a community of scholars in this class, at Carleton University and, more generally, with others around the world. A core ethical principle that undergirds all these scholarly communities is the responsibility of every scholar to give credit to others for the work that they have produced and to refrain from taking credit for work that is not their own. This ethical principle is very democratic. It applies equally to the internationally renowned scholar whose list of published works runs for many pages and to the first-year university student, fresh out of high school, who has yet to publish their first piece of writing.

If you have any questions at all about your obligations as a member of these scholarly communities, please consult with your professor. Every student should familiarize themselves with Carleton University's Academic Integrity Policy (<https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy-2021.pdf>).

For examples of what constitutes plagiarism and for details of possible consequences for students found to have violated the Academic Integrity Policy, please see below (p.10) and consult the University's page on academic integrity:

<https://carleton.ca/registrar/academic-integrity/>

Oral Examinations of Written Assignments

The professor reserves the right to examine any student in-person on the content of written work they have submitted in the class.

Late Penalties & Extensions

Written assignments submitted after the due date will be subject to a penalty of one half letter grade per day (including Saturdays and Sundays). The professor will accept late submissions up to seven days past the deadline. Assignments that are more than seven days late will not be accepted except in cases where the student has received an extension from the professor.

Extensions will be granted at the discretion of the professor and only for serious medical reasons or for other emergency personal circumstances. Please note that having

assignments and/or exams due in other courses will not be considered sufficient grounds to justify an extension in this course. Requests for extensions submitted after the due date will usually not be considered.

If you are ill or have any other legitimate reason for requesting an extension, it is your responsibility to contact the professor as early as possible. Do not assume that you will receive an extension until one has been granted by the professor. Students should be prepared to provide proper documentation to support their request for an extension.

At any point, if you are experiencing mental health-related challenges, please consider availing yourself of the resources that Carleton University offers:

<https://carleton.ca/wellness/>

Grade Appeals

Grading written assignments is not an exact science. If you feel that an assigned grade does not fairly reflect the quality of your work, the professor will be happy to discuss your assignment and the grade with you. If you would like to have your grade reviewed, you must submit a one-page justification for your position that responds directly to the comments and grade that you received. You must also indicate the grade that you believe your assignment deserved. Submit your one-page justification together with your original assignment to the professor no later than one week after receiving your grade. A request for review can result in the professor raising or lowering your original grade.

Core Courses and Comprehensive Examinations

All graduate Students registered in a core course should be aware of the following guidelines:

- (i) A student must complete both halves of the core course, with a B+ standing or higher, to be eligible to write the scheduled August comprehensive examination.
- (ii) Eligibility to write the comp will be determined by the Graduate Administrator and Graduate Supervisor by the end of May.
- (iii) Students must complete the Fall core course and submit all outstanding work by the end of the Fall term. In the case of extenuating circumstances an extension may be granted by the course instructor, but all outstanding work must be completed by January 15. In these instances, a student will be awarded an "F" until a change of grade is submitted.
- (iv) Students seeking accommodations for the final comprehensive exam in August must inform the Graduate Administrator and seek formal accommodation for the exam through the Paul Menton Centre by end of May.

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/>

ood2Talk: 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 term's 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	