

PSCI 3312 (A)/ PHIL 3330 (A)
Enlightenment Political Thought
Tuesdays, 8:35 – 11:25pm
(Please confirm location on Carleton Central)

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Course Description

Over the course of the eighteenth century, something extraordinary happened in Scotland. This small and relatively poor country produced a startling array of philosophers, historians, scientists, and other authors whom we recognize today as pioneers in fields as diverse as philosophy, geology, history, engineering, mathematics, medicine, economics, political theory, chemistry, and sociology. Many of these individuals knew each other well. Some were close friends. Today, we commonly term the intellectual developments in eighteenth-century Scotland the Scottish Enlightenment.

In this course, we will combine historical and philosophical perspectives to develop a greater appreciation and critical understanding of the Scottish Enlightenment. To this end, we will read works by David Hume, Adam Ferguson, and Adam Smith, three authors who are particularly notable for how they thought and wrote about politics in an increasingly commercial world, a new context that raised questions about the continued relevance and adequacy of prevailing conceptions of political community, commerce, governance, despotism, and other central elements of social and political life. In studying these three authors, students will gain insights into some distinctive elements of Scottish Enlightenment political thought while also gaining familiarity with some wider debates in Enlightenment political thought.

The course will be delivered in person. Meetings of the class will include lecture and less formal discussion components.

The principal learning objectives for the course are:

- 1) For students to develop knowledge and understanding of some principal texts and contexts of the Scottish Enlightenment.
- 2) For students to critically examine the texts under study.
- 3) For students to identify and critically examine key concepts and key debates in Scottish Enlightenment political thought.
- 4) For students to develop their understanding of the history of western political thought by incorporating into it their newfound understanding and appreciation of the Scottish Enlightenment.
- 5) For students to develop their critical and analytical skills through written assignments and in-class discussions.

Evaluation at a Glance

- Question Assessment	10%	(Due October 15)
- Research Essay (max. 3000 words)	35%	(Due November 27)
- Final Exam	35%	(December Exam Period: Dec. 12-23)
- Participation	20%	

Evaluation in Detail

Question Assessment: 10%

Students will submit a brief assessment of a discussion question that they submitted in week 3, 4, or 5 (see below under “Participation” for an explanation of the discussion questions). The assignment will be due in Brightspace by 11:59pm on October 15.

Students will choose which of their three discussions questions to assess. In roughly one page, they will describe the value of their question (e.g. What is at stake in this question? Why is it an important or significant question? What does it help us to make sense of or to understand? Why is it important to make sense of or understand whatever that is? etc.). The assignment will be discussed in greater detail in class.

Research Essay: 35%

Each student will write one research essay (maximum 3000 words in length). This assignment will call for research beyond the assigned course readings. This assignment will be distributed through Brightspace and will be discussed in greater detail in class. The research essays will be due in Brightspace by 11:59pm on November 27.

Final Exam: 35%

Each student will write one final exam during the University’s formally scheduled December exam period (Dec. 12-23). The University will release the exam schedule on October 9. Students are advised to refrain from making holiday travel plans until after that date.

The Final Exam will be cumulative and comprised of essay questions. The content and form of the exam will be discussed in greater detail during the term.

Participation: 20%

Attendance will be taken in every class except for week 1. Students will receive one mark for every class they attend.

In advance of the class in every week except for 1, 2, and 13, students will have the opportunity to submit one discussion question through Brightspace. The questions must be based on the readings for that week.

Students will receive one mark for every discussion question that they submit, conditional upon them attending the corresponding class (maximum one question per week).

Participation grades in the course will be calculated out of 20 marks (9 discussion questions and attendance in 11 classes). Participation grades will be discussed in detail in class on Sept. 15.

Summary

Students are required to:

- 1) Complete assigned readings prior to each class
- 2) Attend weekly meetings of the class and submit one discussion question in advance of assigned weeks (20%)
- 3) Submit one written question assessment (10%)
- 4) Submit one research essay (35%)
- 5) Write one final exam (35%)

Readings:

All of the readings for this course are available in electronic format online and free of charge.

Works by David Hume are available through the Past Masters database (accessible through the MacOdrum Library website) and on the website www.davidhume.org. Adam Ferguson's *An Essay on the History of Civil Society* is available in electronic format from MacOdrum Library. Works by Adam Smith are available through Past Masters.

For students who would prefer to purchase print copies of the texts, the following is a list of recommended editions:

- David Hume. *Essays, Moral, Political, and Literary*. Edited by Eugene F. Miller (Indianapolis, IN.: Liberty Fund, 1987).
- David Hume. *The History of England from the Invasion of Julius Caesar to The Revolution in 1688*. 6 volumes. Forward by William B. Todd (Indianapolis, IN.: Liberty Fund, 1983).

- Adam Ferguson. *An Essay on the History of Civil Society*. Edited by Fania Oz-Salzberger (Cambridge: Cambridge University Press, 2007).
- Adam Smith. *The Theory of Moral Sentiments*. Edited by D.D. Raphael and A.L. Macfie (Liberty Fund: Indianapolis, 1982).
- Adam Smith. *An Inquiry into the Nature and Causes of the Wealth of Nations*, 2 vols. Edited by R.H. Campbell and A.S. Skinner (Liberty Fund: Indianapolis, 1981).

Copies of David Hume's *Essays, Moral, Political, and Literary* (\$21.00), Adam Ferguson's *An Essay on the History of Civil Society* (\$52.95), and Adam Smith's *An Inquiry into the Nature and Causes of the Wealth of Nations* (\$29.00) will be available for purchase at the University Bookstore.

Course Schedule

Week 1 (Sept. 15): Introduction to the Course

Week 2 (Sept. 22): What was the Scottish Enlightenment?

- Readings:
 - Roger L. Emerson and Mark G. Spencer, “Several Contexts of the Scottish Enlightenment” in *The Cambridge Companion to the Scottish Enlightenment*, 2nd Ed., edited by Alexander Broadie and Craig Smith (Cambridge: Cambridge University Press, 2019): 9-32.
 - David Daiches, “The Scottish Enlightenment” in *The Scottish Enlightenment 1730-1790: A Hotbed of Genius*, edited by David Daiches, Peter Jones, and Jean Jones (Edinburgh: The Saltire Society, 1996): 1-41.
 - Available online: ARES (in Brightspace)

Week 3 (Sept. 29): David Hume

- Readings: David Hume, *Essays Moral, Political, and Literary*
 - “That Politics may be Reduced to a Science”; “Of the First Principles of Government”; “Of the Origin of Government”; “Of Parties in General”; “Of the Original Contract”; “Of Passive Obedience”; “Of the Coalition of Parties”
 - Available online: Past Masters database (MacOdrum library website) or at www.davidhume.org

Week 4 (Oct. 6): David Hume

- Readings: David Hume, *Essays Moral, Political, and Literary*
 - “Of the Rise and Progress of the Arts and Sciences”; “Of Commerce”; “Of Refinement in the Arts”
 - Available online: Past Masters database (MacOdrum library website) or at www.davidhume.org

Week 5 (Oct. 13): David Hume

- Readings: David Hume, *The History of England*
 - The trial and execution of Charles I
 - Vol. V, Chapter LIX, pp. 532-48 (Begin at “The more to quiet the minds of men...”)
 - Discussion of manners, arts and science during the reign of James II
 - Vol. VI, Chapter LXXI, pp. 530-45
 - Appendix to the Reign of Elizabeth I
 - Vol. IV, Appendix III, pp. 354-86
 - Hume’s final words on the history of England
 - Vol. II, Chapter XXIII, pp. 518-25
 - Available online: Past Masters database (MacOdrum library website)

Week 6 (Oct. 20): Adam Ferguson

- Readings: Adam Ferguson, *An Essay on the History of Civil Society*
 - Parts I and II (excluding sections 2, 5, and 7 of Part I)
 - Available online: MacOdrum Library catalogue

Week 7 (Oct. 27): Fall Break

- NO CLASS

Week 8: (Nov. 3): Adam Ferguson

- Readings: Adam Ferguson, *An Essay on the History of Civil Society*
 - Parts III and IV
 - Available online: MacOdrum Library catalogue

Week 9 (Nov. 10): Adam Ferguson

- Readings: Adam Ferguson, *An Essay on the History of Civil Society*
 - o Parts V and VI
 - o Available online: MacOdrum Library catalogue

Week 10 (Nov. 17): Adam Smith

- Readings: Adam Smith, *Theory of Moral Sentiments*
 - o I.i-iii; II.ii; IV
 - Part I, Sections 1, 2, and 3
 - Part II, Section 2
 - Part IV
 - o Available online: Past Masters database (MacOdrum library website)

Week 11 (Nov. 24): Adam Smith

- Readings: Adam Smith, *Wealth of Nations*
 - o Introduction; I.i-ii; I.viii; II.iii
 - Introduction and Plan of the Work
 - Book I, Chapters 1-2 and 8
 - Book II, Chapter 3
 - o Available online: Past Masters database (MacOdrum library website)
- **Essay Due November 27**

Week 12 (Dec. 1): Adam Smith

- Readings: Adam Smith, *Wealth of Nations*
 - o III.i; III.iv; IV.ii; IV.iii.c; IV.ix.48-52; V.i.f.48-61; V.i.g.3-16; V.i.i.1-6.
 - Book III, Chapters 1 and 4
 - Book IV, Chapter 2
 - Book IV, Chapter 3, Part 2
 - Book IV, Chapter 9, Paragraphs 48-52
 - Book V, Chapter 1, Part 3, Article 2, Paragraphs 48-61
 - Part V, Chapter 1, Part 3, Article 3, Paragraphs 3-16
 - Part V, Chapter 1, Conclusion of the Chapter
 - o Available online: Past Masters database (MacOdrum library website)

Week 13 (Dec. 8): Review and Concluding Discussion

Key Dates: Summary

Date	Topic	Assignment
September 15	Intro to the Course	
September 22	What was the Scottish Enlightenment?	
September 29	Hume: <i>Essays</i>	
October 6	Hume: <i>Essays</i>	
October 13	Hume: <i>History of England</i>	
October 15		Question Assessment Due
October 20	Ferguson: <i>Essay on the History of Civil Society</i> (I & II)	
October 27	Fall Break: No Class	
November 3	Ferguson: <i>Essay on the History of Civil Society</i> (III & IV)	
November 10	Ferguson: <i>Essay on the History of Civil Society</i> (V & VI)	
November 17	Smith: <i>Theory of Moral Sentiments</i>	
November 24	Smith: <i>Wealth of Nations</i>	
November 27		Research Essay Due
December 1	Smith: <i>Wealth of Nations</i>	
December 8	Review and Concluding Discussion	
December – Exam Period (Dec. 12-23)		Final Exam

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 I or my TA 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 or the TA 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 may use either MLA or Chicago style references, 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 other scholars around the world. A core ethical principle that undergirds all of 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 highly 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 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 (Question Assessments and Research Essays) submitted after the due date will be subject to a penalty of 4% 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 Petitions

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 wish to petition 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 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.

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/safety/resources/>

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/>

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	