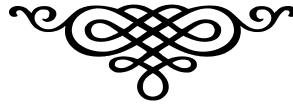


POL320HF. Modern Political Thought

Fall 2024



Professor: Rebecca Kingston

Lectures: Wednesdays 5 to 7 pm

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Land Acknowledgement:

We acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Haudenosaunee Confederacy, the Huron-Wendat, the Seneca, the Anishinaabe, and the Mississaugas of the Credit. This land is part of the Dish with One Spoon Treaty, and the Two Row Wampum Belt. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work and study on this land.

Description:

This course offers an introduction to key thinkers and themes in enlightenment political thought of the 18th century in Europe and the Americas. In our readings and assignments, we explore competing understandings of central concepts of freedom and equality in the texts studied, alongside their accompanying concepts of community. (This serves as a prelude to the next half course in the winter semester exploring some of the more radical challenges to enlightenment articulations of these ideas in the 19th century.)

Learning Objectives:

In conjunction with the central themes noted above, this course has been designed with several learning objectives in mind. Through the critical analysis of texts, and a close reading of select passages, you will be trained to become more attuned to *competing* understandings and uses of key political concepts, partly through a study of their use in writing, and partly through comparison with other passages and other thinkers.

You will also develop writing skills, analytical skills and speaking skills, all in the service of a critical analysis of texts and reflection on the implications of the ideas. The course material and

its framing offer an invitation to probe more deeply into the meaning of various political stances, and the assignments will help you develop a practice of critically parsing ideas and arguments.

Consider yourself lucky to having the opportunity to probe and engage with texts that are the product of deep analysis and profound political commitment. In a world where AI technologies are expanding their horizons, the texts assigned in this course do not draw on algorithmic calculations of the frequency of words, with the underlying assumption that frequency of iteration and word correlation is the measure of truth; rather these texts demonstrate a meaningful engagement with the realities of social and political life. These texts are expressions of how these authors perceived the political challenges of their time and sought to create a vision that would captivate and motivate their rulers and fellow citizens. We probe within and among these texts with an eye to both continuities and differences in arguments and terms to understand what the authors were doing in their own context, as well as to find resources that can help to captivate our own political imaginations in facing the challenges of our current world.

The analysis and comparison of terms and concepts in their various uses will also help you develop and articulate a more sophisticated understanding of your own political stances and the priorities and meanings that you give to such key ideas as equality and freedom.

In view of this, any use of generative technologies is prohibited in this course. To defer to AI to generate the meaning of your core political beliefs is a prime example of Hobbesian tyranny.

Required Texts:

Many course readings are available as e-books or e-readings through links on the course site on Quercus (see the Course Materials tab where the readings are arranged on a weekly basis).

The texts listed below are in two categories. The first is a required text that you must purchase as it is not available in e-format. The second list is of texts that are required but for which an e-version exists with a link available on the Quercus site. They are listed here because some of you will want to continue taking courses in political theory and it will be helpful for you to keep a physical copy of the book and for some of you it will be easier to read the physical copy of the book than to read the material online (besides, they do look good on a bookshelf!).

- I. **Text that is now available for purchase at the University of Toronto Bookstore and that is NOT available in e-format (There may also be copies on reserve at the course reserve desk of the EJ Pratt Library and Robarts Library). Please stick to this edition as other editions may cause certain confusion given differences in pagination as well as translation.**

Montesquieu. *Selected Political Writings*. Ed. Melvin Richter. Indianapolis: Hackett, 1990.

- II. **Texts that are available in e-format through links on Quercus as well as available at the course reserve desk of Robarts Library, but which you may wish to order if you prefer reading printed sources rather than online ones (you might also want to think about ordering these editions second-hand through abebooks.com) Please use only these editions, again, because other editions can cause confusion with pagination as well as translation.**

Edmund Burke. *Revolutionary Writings*, ed. Iain Hampsher-Monk. Cambridge: Cambridge University Press, 2014.

Toussaint l'Ouverture. *The Haitian Revolution*. London, New York: Verso, 2019.

Thomas Paine. *Rights of man, Common sense, and other political writings*, ed. Mark Philp. Oxford: Oxford University Press, 2020.

Rousseau. *The Basic Political Writings*, 2nd ed. Eds. Donald Cress and David Wootton. Indianapolis: Hackett, 2011.

Mary Wollstonecraft. *Vindication of the Rights of Man, Vindication of the Rights of Woman, An Historical and Moral View of the French Revolution*. Oxford: Oxford University Press, 2009.

Course Requirements (further discussion of each of these components of the final grade are listed below):

Exam (in final examination period) 40%

Scaffolded **PROP (Passages, Reflection, Ordering and Paper)** assignments to be uploaded in **PDF** format

Passages, Reflection and Ordering- here you 1) transcribe key passages from the **required texts and editions** (no exceptions) as relevant to the chosen theme, 2) engage in textual analysis with reflection on the meaning and significance of each of those passages in relation to the theme of the question you are answering, 3) arrange these passages and reflections in a justified and reasonable order working towards a coherent argument for your paper. 8-10 pp. Due October 23rd 20%

Final **Paper** 10-15 pp. Due November 20th 20%

Tutorial (15%) and online discussion (5%) (attendance and quality of participation) 20%

100%

Essay: A list of questions will be provided to students in early October.

As noted above, the essay assignment both to be submitted in **PDF format** is divided into two steps that are designed to roughly mimic the stages of researching and drafting a paper in political theory. The first step is to (re)read the key primary text or texts chosen in view of a chosen theme (to be listed in the essay questions to be distributed). In reading, students will single out and transcribe or copy the quotes from the text that have key relevance to the theme. The first thing to do, then, will involve choosing and noting those key passages (with proper citation format) and then offering a commentary below each quote or passage that articulates the meaning (including identifying any questions or ambiguities raised) and offers an account of its significance for the theme. Through this process you should begin to see how different aspects of the theme are developed and revealed by the author through the text. Once you have a relatively complete list of the relevant quotes on the chosen theme, think about how the passages might be divided in terms of more subtle features of the theme and think about how those various features

might or could fit together or how or why they might be in tension with one another. This, then should allow you to place these reflections in some sort of logical order, either related to various features/aspects of the theme allowing you to dive into a more sophisticated and deeper analysis of its presence in the work or to possible tensions in the argument. You should indicate then in your PRO paper how you intend to structure your material in your essay and how you will build a paper from the parts and analysis of specific quotes that you have gathered.

By placing quotes and analyses of them in an appropriate order you are demonstrating your capacity to engage in deeper analysis of texts and to bring together random observations and analysis into a more coherent structure that will serve in the building of an outline for the paper. At this first PRO stage, it would be helpful to have a tentative statement of an argument around which the paper will be constructed. The main points or stages in the discussion should be laid out on paper.

This PRO assignment will be graded by measuring your ability to recognize appropriate passages relevant to the chosen theme, the quality of your analysis to reveal the meaning and significance of the passages in view of the theme, your ability to organize your analysis (partly through identifying similarities and differences in the treatment of the same theme in various quotes) demonstrating evidence of building toward an argument about the text to be made in the longer essay and finally the insight shown in engaging with the theme identified in the question in a thoughtful way.

The final paper due November 20th should be a piece of polished writing in which the points made by the student in the development of their argument are fully backed up by the textual evidence and passages noted in the first stage of the assignment. The essay should be structured as an *argument* to support a particular interpretation of the chosen author and text, or to argue for a more general point regarding the chosen theme, and support for this argument should include direct reference to the relevant text through direct quotes appropriately cited.

Although this essay is not considered an extensive research essay, in the final paper students who include discussion of at least two competing interpretations from secondary literature on a given author's work (reference to these interpretations should be cited fully and appropriately) will be appropriately rewarded for their engagement with these arguments in the secondary literature (and lack of engagement with those resources will be reflected in the grade). All references used must be cited fully and appropriately (any standard citation style used in the humanities and social sciences- MLA, Chicago Style, etc.- is acceptable if it is used consistently throughout the essay).

Although the assigned readings for this course draw from only selected parts of a particular work, in choosing an essay topic you should not limit your reading or study to only that part of the work assigned in this syllabus, but plan to look over the entire work focusing on whatever sections are most relevant to the topic chosen. (There should be a good deal of overlap in this, but the point is that you should begin to think about these texts in holistic terms, texts that not only offer statements and a series of arguments, but written reflections that work through themes in various ways and thus may require deeper interpretive work to find their meanings.)

The final paper should be 10-15pp., double-spaced.

*****Please note that student use of any form of generative AI for the research or writing of any stage of this assignment or for online discussion purposes is considered an academic offense.***** The reasons for this are multiple: as a student you are here to learn the skills of critical thinking, understanding political concepts to arrive at a more sophisticated version of your political commitments and writing and the use of generative AI does not help you in this process.

Normally, students will be required to submit their course essays to the University's plagiarism detection tool (Turnitin.com) for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources (for example, the [University of Toronto website on Academic Integrity](#))

Students are also required to keep their rough and draft work and copies of their assignments until the end of the course when grades are posted on ROSI. University policy regarding plagiarism will be strictly enforced. Please see the University of Toronto's policy on plagiarism on the Quercus site or at <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

Late Policy and Grade Appeal Process: Late papers will be penalized 5% a day without prior permission from the TA. Assignments are due at midnight of the day identified on the syllabus. If students wish to appeal a grade, they will need to wait at least 48 hours after the assignment has been handed back, and then provide the TA with a written account of why the assignment deserves a higher grade.

Writing Resources on Campus: Start here: <https://writing.utoronto.ca> . Additional more specialized resources are noted below.

1. Arts & Science Writing Centres will offer a mix of in-person and online appointments in 2024-25, with an asynchronous option at some centres. Students can find information about the offerings of specific college writing centres at <http://writing.utoronto.ca/writing-centres/arts-and-science> . Students should visit each individual centre's site for information on how to make an appointment.

2. More than 60 advice files on all aspects of academic writing are available from <http://advice.writing.utoronto.ca> . Printable PDF versions are listed at <http://advice.writing.utoronto.ca/student-pdfs> .

3. "How Not to Plagiarize" and other advice on documentation format and methods of

integrating sources are listed at <http://advice.writing.utoronto.ca/using-sources> .

3. For group instruction on writing and study skills, please note the Writing Plus workshop series at <http://writing.utoronto.ca/writing-plus> . In 2024-25, these workshops will be conducted in person and through Zoom. Students may join these virtual workshops at the Quercus Writing Plus site: <https://uoft.me/writingplus> . A flyer for this series is attached.

4. Information about the English Language Learning program (ELL)'s fall offerings is available at English Language Learning | Faculty of Arts & Science (utoronto.ca). For more information, please contact the ELL coordinator Leora Freedman at ell.newcollege@utoronto.ca .

Tutorials: Students should attend tutorials starting the second week of this class with ten sessions throughout the term. Work in tutorials will be focused on the themes raised in the lectures.

Discussion: In discussion, in class, in tutorial and online please be considerate. The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

At times I will be posting passages from the primary texts we are studying to Quercus for the relevant week for the author. My hope is to use the tool Hypothesis to have students contribute independently to the annotation of a particular passage to probe its meaning. Participation through this online collaborative annotation tool will contribute to your general participation grade. This practice will help you in the passage analysis you will need to undertake for your essays as well as for the final exam.

Reminders and regulations: Please consult with your T.A. if you require extensions on your assignments. Without prior permission from your T.A., assignments handed in late will be deducted 5% of the assignment grade per day (including weekends).

Accessibility: The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: accessibility.services@utoronto.ca or <http://www.accessibility.utoronto.ca/> .

Mental health support for all U of T students: There is a new service for UT students called Telus Health Student Support Services. You can call 1-844-451-9700 or download the app. It also can be found at uoft.me/thss . Through this app help can be provided in 146 languages. There is also the office of UT Health and Wellness where you can set up an appointment with an individual counsellor <https://studentlife.utoronto.ca/department/health-wellness/> . If in crisis dial 911 or consult this page: <https://studentlife.utoronto.ca/task/support-when-you-feel-distressed/> .

Students in a state of mental upheaval should also contact their College Registrar for referral to the appropriate university help.

Recognized Study Groups: Lead or join a Recognized Study Group for the course. RSG's are peer-led study groups of up to eight students enrolled in the same Arts and Science course. You can either sign up to be an RSG leader or join an RSG. For more information visit:

<http://uoft.me/rsgs> Looking to join an RSG? Explore all available RSGs on the Arts & Sciences Online Services. New RSGs are added daily!

Absence and illness declaration: If you become ill and it affects your ability to do your academic work, consult me or your TA right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <http://www.illnessverification.utoronto.ca> . For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence> . If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.



"The answers you seek can be found in the syllabus."

Course Schedule and Weekly Readings:

- Week 1, September 4: Introduction**
- I. Four Enlightenment reflections on Liberty**
- Week 2, September 11: The Cave: Montesquieu's Troglodytes**
- Read:** Selections from the *Persian Letters* in Montesquieu, *Selected Political Writings*, pp. 55-105.
- Tutorials begin this week!**
- Week 3, September 18: Montesquieu's *Spirit of the Laws***

Read: Selections from the *Spirit of the Laws* in Montesquieu, *Selected Political Writings*, pp. 106-134, 140-151, 179-193, and 206-228.

Week 4, September 25: Born Free?

Read: Rousseau, *Discourse on the Origin and Foundations of Inequality among Men* in Jean-Jacques Rousseau, *The Basic Political Writings*, pp. 27-91. (link on the Quercus site)

Week 5, October 2: Rousseau's *Social Contract*: self-determining freedom?

Read: Rousseau, *Social Contract* in *The Basic Political Writings*, pp. 153-200 (link on the Quercus site).

Week 6, October 9: Rousseau con't

Read: Rousseau, *Social Contract* in *The Basic Political Writings*, pp. 218-222, 224-228, 241-252 (link on the Quercus site).

Week 7, October 16: Freedom through solidarity: Toussaint l'Ouverture

Read: Toussaint l'Ouverture, *The Haitian Revolution*, sections 1, 3, 6, 9, 11, 13, 14-16 (link on the Quercus site).

Week 8, October 23: Toussaint l'Ouverture con't

Read: Toussaint l'Ouverture, *The Haitian Revolution*, sections 18, 19, 21, 23-24 (link on the Quercus site).

Week 9, October 30: READING WEEK. NO CLASS

Week 10, November 6: Edmund Burke

Read: Edmund Burke's *Reflections on the Revolution in France*, In *Revolutionary Writings*, ed. Iain Hampsher-Monk, pp. 3-21, 53, 60-63, 77-83, 90-91, 95-103, 128-132, 142-144, 171-177, 187-88 (link on the Quercus site).

II. Modes of Equality

Week 11, November 13: Thomas Paine

Read: Thomas Paine, *Rights of Man Part I: being an Answer to Mr. Burke's Attack on the French Revolution*, In *The Rights of Man, Common Sense and other Political Writings*, ed. Mark Philp, pp. 79-96, 99-105, 111-143 and 150-154 (link on the Quercus site).

Week 12, November 20: Citoyennes?

Read: Mary Wollstonecraft, *Vindication of the Rights of Woman*, chaps. 1-4 (link on the Quercus site)

Week 13, November 27: Wollstonecraft con't

Read: Mary Wollstonecraft, *Vindication of the Rights of Women*, chaps. 5-12.

Final Exam in the December examination period.