



DALHOUSIE  
UNIVERSITY

# POLITICAL SCIENCE 2410 PHILOSOPHY 2210

CRISIS AND CONSENT:  
FOUNDATIONS OF POLITICAL THOUGHT I  
1651-1762



FALL TERM 2020

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## **Course Summary**

Political Science 2410 is, along with Political Science 2420, an introduction to political philosophy, and to the development of moral and conceptual ideas underlying modern politics. Both classes will examine some of the most important normative issues in the history of modern western political thought, and will investigate how these questions underlie many of today's political debates. Specifically, they will trace the development of modern liberalism, the challenges to liberalism in the past three and a half centuries, and the roots of the contemporary contradictions within modern liberal thought.

## **Outcomes Map**

### **Ultimate learning objectives**

- To understand what is necessary for the formation of a public capable of democratic self-governance
- To be able to articulate informed and constructive ideas in response to challenges facing the governance of contemporary polities
- To be able to discuss complex and sensitive normative issues in contemporary politics thoughtfully, openly, and respectfully



### **Mediating learning objectives**

- To be able to show the relevance of political concepts discussed by key political theorists to current events and analyses
- To be able to approach complex normative discussions about power and morality in a rigorous, critical, and systematic manner
- To be able to identify the constructive and destructive dynamics underlying political governance



### **Foundational learning objectives**

- To understand the key concepts and ideas underlying major works of early modern political thought
- To be able to understand the strengths and weaknesses of the arguments presented by these theorists
- To grasp how, and why, specific political ideas developed as they did
- To write clearly and persuasively
- To think in an ordered and logical manner

## **The 2020 Covid-19 version of this class**

This class was originally designed as a traditional second year survey lecture course. As the University has mandated that all classes must be offered online, substantial changes in delivery have had to be made. The major change is that all **lectures** will be recorded and posted on your Brightspace page. The good news is that you can access these in your own time and at your own convenience. If the tech gods are smiling, there may actually be two versions: a podcast (audio only), which is designed so that you can download and listen to it on the go; and the same audio content running over prepared slides, if you prefer more visual content. The bad news is that it is more difficult for me to gauge comprehension lecture by lecture. Normally I would ask questions in class to see whether I've been able to communicate key ideas effectively or not. As a lecturer, I really miss this ability to take stock on a lecture-to lecture basis, answer questions, clarify key points, or double down on tricky concepts or arguments. (I also miss the spark, the wit, and the points of view that students bring when they engage in classroom conversation. You folks are *fun*).

So to regain at least a semblance of interaction, I'll be scheduling a synchronous **Q&A session** on Collaborate Ultra at the end of every module (as noted in your outline). I'll set up the discussion board so that you can write any questions you may have on the content as you work your way through it, and I'll use them as the basis for the in-person session. I will not be presenting any new material live. It's best for me to have these questions in advance so that I can give them some thought before I respond to them, but there will also be an opportunity to ask any questions that occur to you in the Q&A session by using the chat function in Collaborate Ultra. Beyond that, I'm not precisely sure how things will work. We'll have to figure that out as we go along. You are not obliged to attend these Q&A sessions; they are merely an opportunity to get in-time responses on any issues or questions you may have on the material.

There will be five **assignments** for this class. Because it is impossible to prevent cheating in online exams, I think it's probably best not to pretend that quizzes or exams are viable forms of evaluation, and just focus on written assignments. For assignments 1-4, you will have a week to write a short paper on a topic provided. You will have one week to submit your paper after the topic is released. The fifth assignment is a traditional research paper (details on your "assignments" tab on Brightspace).

As I won't be there to gauge whether everyone's understanding the terms or not, I'm going to be posting a **glossary of terms** that you may not have come across before (or terms specific to a particular theorist). These will be posted in each module. If there are other terms you want defined/discussed, please post them on the discussion board for me. I appreciate that this term will be confusing and will have more than its share of frustrations. If there are any specific aspects of the class that you are having difficulties with, do please feel free to chat with me about them.

## **Evaluation summary**

Paper #1 (10%): due October 1<sup>st</sup> @ 4pm

Paper #2 (20%): due October 22<sup>nd</sup> @ 4pm

Paper #3 (20%): due November 5<sup>th</sup> @ 4pm

Paper #4 (20%): due November 26<sup>th</sup> @ 4pm

Research Paper (30%): due December 17<sup>th</sup> @ 4pm (see “Assignments” folder on Brightspace for topics and specifications)

**Late policy:** For all papers, you have a **48 hour discretionary deadline** beyond the stated deadline. During this period, no grades will be deducted, but you will forfeit comments on your paper. After 48 hours, you will be docked one point (out of 30) per day. After one week from the deadline, you will no longer be able to submit. You can forfeit up to two papers (not including the research paper), in which case the grade will be rolled into the next assignment. Any other assignments you forfeit will receive a zero.

*Grades for each assignment, as well as final grades, will be available on Brightspace. Keep in mind you are not only being graded on the content of your assignments, but also on your ability to follow instructions and to complete assignments within the allotted time.*

For fall term classes, the last day to drop fall term courses with no financial implications is September 18; the last date to drop a fall-term class without a W appearing on the transcript is October 2<sup>nd</sup>; and the last day to drop a fall-term class with a W is November 2<sup>nd</sup>

## **Required Texts**

1. **Primary readings** can be found in *The Broadview Anthology of Social and Political Thought*, Andrew Bailey et al., eds. (specific chapters noted in the outline below; please also read the introductions for each required chapter.)
2. For **commentary** on the texts, please read George Klosko, *History of Political Theory, Volume II: Modern* (specific chapters noted in the outline below)

Both books are available at the Dal Bookstore. They can also be ordered online, although delivery times may vary. **Links to the primary readings are posted on Brightspace in each module, so you may choose not to buy the Broadview Anthology if you prefer using the online sources.** The *commentary* book is also available as an ebook via Dal Libraries, so if you have a tight budget you can access all your readings free in virtual format (I know that others of you enjoy having hard copies that you can annotate and highlight.)

## **The Commonwealth Prize**

The Commonwealth Prize for Political Thought is a **cash prize** that will be awarded to the student who has the highest cumulative grade in both POLI 2410/PHIL 2210 and POLI 2420/PHIL 2220.

# **LECTURE OUTLINE**

## **Module One: Introduction to the History of Political Thought**

### **Readings for this unit:**

- Klosko (Introduction)

### **Sub-modules:**

1. Introduction
2. A few notes on the study of political thought

**Welcome chat on Collaborate: Thurs 10 Sept @ 4pm** (find the link on Brightspace, under Contents > Module One. Just click, and you're in!)



## **RIGHTS AND THE INDIVIDUAL: THE GENESIS OF LIBERALISM**

### **Module Two: HOBBS**

### **Readings for this unit:**

- Thomas Hobbes, *Leviathan* Pt I: 10-15; Pt II: Ch.17-21, 26, 29
- Klosko (Hobbes)

### **Sub-modules:**

1. *A gentle introduction to the seventeenth century*
2. *The English Civil War*: what caused it, what it led to, and why it's the start of modern politics as we know it
3. *Philosophical foundations*: what influenced Hobbes' thinking?
4. *First principles*: what should we believe, and what is fake news?
5. *Human nature and the state of nature*: if we can't trust anyone, then how is social life possible?
6. *Political society*: how do we get out of the state of nature?
7. *Liberty v. authority*: is it more important to have the liberty to do things you want, or to have the security to enjoy the things you have?

**Q&A on Collaborate: 24 Sept @ 4.00**

**\*First paper due October 1<sup>st</sup> at 4.00 pm**

### **Module Three: LOCKE**

#### **Readings for this unit:**

- John Locke, *The Second Treatise of Government* (ch. 1-12, 18-19) and *Letter Concerning Toleration*
- Klosko (Locke)

#### **Sub-modules:**

1. *The late 17<sup>th</sup> century:* How did living under an autocrat influence Locke's political philosophy?
2. *What makes a regime a legitimate one?*
3. *The roots of property ownership:* Why does anyone deserve what they own? how is wealth related to politics, anyway?
4. *Draining the swamp:* when (and how) can we legitimately get rid of a corrupt leader?

**Q&A on Collaborate: 15 Oct @ 4.00**

**\*Second paper due October 22<sup>nd</sup> @ 4.00**



# **WEALTH, VIRTUE, AND REASON: THE SCOTTISH ENLIGHTENMENT**

## **Module Four: HUME**

### **Readings for this unit:**

- David Hume, *A Treatise of Human Nature*, Pt II (“Of justice and injustice”), sections I, II, VII (online only); *An Enquiry Concerning the Principles of Morals*, Appendix 3 (online only), and *Of the Original Contract*
- Klosko (Hume)

### **Sub-modules:**

1. *Wealth and politics*: How does the nature of industrial society influence political debate?
2. *What role should reason play in politics?*
3. *Why are we obliged to obey authority* (especially if those in charge just make our life miserable)?

**Q&A on Collaborate: 29 October @ 4pm**

**\*Third paper due November 5<sup>th</sup> @ 4pm**

## **Module Five: SMITH**

### **Readings for this unit:**

- Adam Smith, *The Wealth of Nations*, Bk I, ch 1-3, 10; Bk IV, ch 2, 9

### **Sub-modules:**

1. *No, Smith wasn't just an economist*
2. *Did Smith invent capitalism?* (spoiler: sort of, although not really)
3. *Was Smith really one of those subversive leftie types?*

**Q&A on Collaborate: 19 Nov @ 4pm**

**\*Fourth paper due Nov 26<sup>th</sup> @ 4pm**



## **BEYOND LIBERALISM: CITIZENSHIP, ENGAGEMENT, AND DEMOCRACY**

### **Module Six: MONTESQUIEU**

#### **Readings for this unit:**

- Charles Louis de Montesquieu, *The Spirit of the Laws* (**online only**): Vol 1: Book II (all); Book III (ch i-ix), Book V (ch i-vi; xi, xiii, xiv); Book VII, (ch ix, xvii)
- Klosko (Montesquieu)

#### **Sub-modules:**

1. *Living under an autocrat (redux)*
2. *The first theory of comparative politics*: why are political regimes so different?
3. *Spineless senates, aggressive autocrats, and the preservation of liberty*: the theory of the division of powers

**Q&A on Collaborate: 3 Dec @ 4pm**

### **Module Seven: ROUSSEAU**

#### **Readings for this unit:**

- Jean-Jacques Rousseau, *Discourse on the Origin and Foundations of Inequality Among Men* (all; appendices optional) and *On the Social Contract* Bk I, ch 1-9; Bk II, ch 1-4, 7; Bk III, ch 1, 3-6, 10-11; Bk IV, ch 1, 6, 8.
- Klosko (Rousseau)

#### **Sub-modules:**

1. *The outsider*: challenging the social order
2. *Human nature, redux*: if we strip away the thin veneer of civilization, are people really just trolls?
3. *Why is it that, the more society progresses, the worse people behave?*
4. *Taming the trolls*: how is it possible to get everyone to work together in a spirit of civic-mindedness?

**Q&A on Collaborate: 8 Dec @ 4pm**

**\*Fifth (research) paper due Dec 17<sup>th</sup> @ 4pm**

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## **APPENDICES**

### **Accommodation Policy for Students:**

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). (read more: [https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html))

### **Studying for Success:**

"University life can often be challenging. However, with help from the Studying for Success program, you too can become a more effective learner. Attend our workshops or individual study skills sessions, where we can help you with Time Management, Critical Reading, Note taking, Preparing for Exams, and much more. We at SFS would like to make your university experience a more rewarding one. Don't wait until it's too late! Let Studying for Success help you find smarter ways to study."

For more information or to make appointments, please:

- \* visit our website: [www.dal.ca/sfs](http://www.dal.ca/sfs)
- \* call 494-3077 or
- \* email the Coordinator at: [sfs@dal.ca](mailto:sfs@dal.ca)

## **Dalhousie Writing Centre**

“Writing expectations at university are higher than you will have experienced at high school (or if you are entering a master's or PhD program, the expectations are higher than at lower levels). The Writing Centre is a Student Service academic unit that supports your writing development. Make an appointment to discuss your writing. Learning more about the writing process and discipline-specific practices and conventions will allow you to adapt more easily to your field of study.

Our new online Resource Guide (<http://dal.ca.libguides.com/writingcentre>) offers information on writing resources including annotated writing models from a number of disciplines.”

## **Statement on Academic Integrity**

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. (read more: [https://www.dal.ca/content/dam/dalhousie/pdf/dept/university\\_secretariat/Syllabus\\_Statement\\_\(Aug%202015\).pdf](https://www.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/Syllabus_Statement_(Aug%202015).pdf))

## **Code of Conduct**

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. (read more: [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/student-lifepolicies/code-of-student-conduct.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-lifepolicies/code-of-student-conduct.html))

## **Useful links:**

- Important Dates in the Academic Year (including add/drop dates)  
[http://www.dal.ca/academics/important\\_dates.html](http://www.dal.ca/academics/important_dates.html)
- University Grading Practices: Statement of Principles and Procedures  
[https://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html)
- General Academic Support – Advising • [https://www.dal.ca/campus\\_life/academic-support/advising.html](https://www.dal.ca/campus_life/academic-support/advising.html) (Halifax) <https://www.dal.ca/about-dal/agricultural-campus/student-success-centre/academicsupport.html> (Truro)
- Fair Dealing Guidelines <https://libraries.dal.ca/services/copyright-office/guidelines/fair-dealingguidelines.html>
- Dalhousie University Library <http://libraries.dal.ca>
- Indigenous Students [https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html);
- Black Students [https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html);
- International Students [https://www.dal.ca/campus\\_life/international-centre.html](https://www.dal.ca/campus_life/international-centre.html)
- Student Health Services [https://www.dal.ca/campus\\_life/health-and-wellness.html](https://www.dal.ca/campus_life/health-and-wellness.html)
- Counselling [https://www.dal.ca/campus\\_life/health-and-wellness/frequently-asked-questionsaugust-2017.html](https://www.dal.ca/campus_life/health-and-wellness/frequently-asked-questionsaugust-2017.html)
- Copyright Office <https://libraries.dal.ca/services/copyright-office.html>
- E-Learning website <http://www.dal.ca/dept/elearning.html>