

listen to and focus on lectures and effectively take hand-written notes that synthesize (rather than transcribe) orally-presented material

The following print books are available for purchase from [Le James](#). These editions are chosen, because they are reliable, accessible, affordable, and provide useful notes and context.

! Thomas Hobbes, Leviathan

Your written work will be graded on originality, reasoning and argument, organization, clarity of exposition, and style. Papers will be marked according to the following rubric:

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(A)	Applies course material in an especially thoughtful, skillful, or original manner. Fresh and cogent analysis. Demonstrates genuine depth of engagement with ideas from the course going beyond lectures & conferences.	Good, solid application of concepts from course. Demonstrates solid understanding of texts, ideas, and problems. Claims backed up by appropriate textual evidence.	Uses course material but inappropriately or in a cursory fashion. May have some factual, interpretive, or conceptual problems.	Paper shows inadequate engagement with course material, and/or demonstrates major errors in use of concepts.
	Strong argument. Original, clear, plausible, substantive, and contestable thesis.	Substantive and clear thesis.	Weak or vague/unclear thesis.	Thesis difficult to identify.
()	Thorough, and insightful analysis. Skillful development of the argument.	Satisfactory and consistent analysis. Fulfills the assignment and deals with major issues in assignment.	Analysis and reasoning unclear; ideas undeveloped or underdeveloped. Addresses assignment, but not fully or not in an appropriate manner.	Doesn't address the assignment or otherwise fails to respond to the requirements of the analysis. Ideas undeveloped. Frequent recourse to narrative.
(, ,)	Eloquently written, in clear and concise prose. Fun to read. Well-organized. Free from errors in grammar, punctuation, spelling, and usage	Readable, concise, coherent, organized, and clear, but could be improved with a few minor changes.	Problems with presentation, coherence, organization, clarity, word choice, grammar or proofreading.	Not appropriate for college level writing; major problems with presentation, organization, clarity.

The Department has a regrade policy. If at any point you feel like your written work has not been graded fairly, you can ask for a regrade. When you request a regrade, your paper will be evaluated afresh. This means that your grade may stay the same, may increase, or may decrease. If you are not satisfied with the regrade, you may contact the Department's Undergraduate Program Coordinator for a grade review.

are required.

A			
Student is always prepared for class and advances the discussion by sharing thoughtful ideas or asking questions more than once per class	Student is always prepared for class and contributes proactively at least once per class	Student offers occasional contributions	Student offers little to no contributions

2. There is increasing evidence linking the use of such devices in class to poorer overall course performance.
3. Taking notes by hand is generally slower than typing. While it may be possible to transcribe a lecture almost verbatim when typing, this is impossible by hand. To take effective manual notes, students must simultaneously digest and synthesize the main points of a lecture. Not only is digesting and synthesizing on the spot an important skill, the process itself can play a significant role in learning the material.

Exceptions: Explicit permission for the use of a computer may be granted by the instructor for justifiable reasons. Speak to me directly about this.

All slides, video recordings, lecture notes, and handouts are to be used strictly for your own learning. You are not permitted to share these materials or place them into the public domain; doing so may violate both University regulations and Canadian law and could be cause for disciplinary action.

[1649]
in Thomas N. Corns, Ann Hughes, David Loewenstein (eds.) The Complete Works of
Gerrard Winstanley. Volume 2 (Oxford: Oxford University Press, 2011), pp. 1-42

Sep 27

John Locke, Letter on Toleration [1689]

Oct 2

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John Locke, Second Treatise on Government [1689], chs. 1-6

Oct 4

John Locke, Second Treatise on Government, chs. 7-14

Oct 9

John Locke, Second Treatise on Government, chs. 15-19

Oct 11

Louis Armand Lahontan, "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." In New Voyages to North America, Vol. 2 (Chicago: A.C.
McClurg, 1905 [1703]), pp. 517-618

Oct 16

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Oct 18

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Oct 21

Oct 23

Jean-Jacques Rousseau, Discourse on Inequality, [1755] Letter to the Republic of
Geneva, Preface

Oct 25

Jean-Jacques Rousseau, Discourse on Inequality, Part I (including Rousseau's notes,
except notes 3, 5, 7, 8, 10)

Oct 30

Jean-Jacques Rousseau, Discourse on Inequality, Part II (including Rousseau's notes)

Nov 1

Jean-Jacques Rousseau, Social Contract [1762], book I

Nov 6

Jean-Jacques Rousseau, Social Contract, book II

Nov 8

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Jean-Jacques Rousseau, Social Contract, books III - IV

Nov 13

Bernard Mandeville, The Fable of the Bees, "The Grumbling Hive," [1714] E.J. Hundert (ed.) (Indianapolis: Hackett, 1997), pp. 23-35

Adam Smith, Wealth of Nations, Liberty Fund ed., [1776] Book 1 ch. 1-3; Book 2 introduction; Book 4 ch., 4.vii.c, Book V ch.1.f.50-61; pp. 13-36, 276-8, 591-96, 616-27, 632-41, 781-788

Nov 15

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Alexander Hamilton, James Madison, and John Jay ["Publius"], The Federalist [1787-1788] J.R. Pole ed., (Indianapolis: Hackett, 2005), nos. 9-10, 39, 47, 48, 51, 57, 70, 78, 84; pp. 41-54, 206-211, 261-272, 280-284, 309-313, 374-381, 411-418, 452-460
Thomas Jefferson, Declaration of Independence [as amended and adopted in Congress, July 4, 1777] in Jefferson: Political Writings, Joyce Appleby and Terence Ball (eds.) (Cambridge: Cambridge University Press, 1999), pp.102-105

Nov 18

Nov 20

Abbé Sieyès, What is the Third Estate? [1789], in Political Writings, Sonnenscher (ed.), (Indianapolis: Hackett), pp. 93-116, 130-3

"Decrees of the National Assembly,"

"Declaration of the Rights of Man and the Citizen," in Keith Michael Baker, ed., The Old Regime and the French Revolution (Chicago: University of Chicago Press, 1987), pp. 226-31, 237-239

Marie-Olympe de Gouges, "The Rights of Woman" in Darline Gay Levy, Harriet Bronson Applewhite and Mary Durham Johnson (eds.) Women in Revolutionary Paris. 1789-1795, (Champaign: University of Illinois Press, 1979), pp. 89-96.

Nov 22

&

Légér Félicité Sonthonax, "Decree of General Liberty" [1793]

The National Convention, "The Abolition of Slavery" [1794]

Toussaint Louverture, Constitution of the French Colony of Saint-Domingue [1801]

The Haitian Declaration of Independence [1804]

The Haitian Constitution

(Cambridge: Cambridge University Press, 1995), chs. 1-3, 8-9; pp. 79-125, 219-241

TBC

(scheduled by Exam Office)