I. Scope and Purpose

Hobbes is perhaps best (if inaccurately) known as a theorist whose view of human nature and warfare gave rise to modern international relations realism. Yet he is far more interested in civil war than interstate war, an interest that is unsurprising: he lived through the turmoil of the English Civil War and its aftermath, and wrote about civil war not just in his treatises *Elements of Law*, *De Cive*, and *Leviathan*, but also in *Behemoth*, a dialogue analyzing the causes and course of the English Civil War. Hobbes hones in on the material and ideological causes and dimensions of civil conflict, emphasizing the ways in which different beliefs *and* emotions – such as fear or resentment – can incline us to fight or to get along.

Why, then, study Hobbes? We live in a world in which interstate war has been steadily declining, while *intra*state war has been increasing. And we live in a world in which the rise of populism fueled by resentment seems to be eroding what had been viewed as bedrock principles of constitutionalism and the rule of law. Hobbes grapples with just such problems, offering ingenious – and, perhaps, frightening – solutions to them.

To what extent can Hobbes, a seemingly alien figure from the 17th century, speak to or enrich our politics? Are his solutions too foreign – or too frightening – to help us make sense of our predicament? Or does the apparent foreignness and frightening quality of his solutions tell us something about ourselves? These questions, among others, will guide our inquiry.

II. Evaluation

This course incorporates two kinds of evaluation: written assignments and in-class participation. The goal of the written evaluation component is to develop and enhance analytical, evaluative, synthetic, and argumentative skills through the production of a “staged” research paper. The goal of the oral component is to develop and enhance clarity, precision, professionalism, and
thoughtfulness in speaking through in-class participation, presentations, and in leading individual sessions of seminar.

A. Written Evaluation

All participants in this seminar will write a “staged” research paper that will be worth 75% of the course grade. You will be graded on the paper as a whole, and not on the parts, though I will let you know what your likely performance is prior to the midterm period. The other point to keep in mind: because you will be receiving feedback from me along the way, your final paper is likely to be of higher quality.

The paper is to be between 16 and 20 pages (4000 and 6000 words) in length, and is to incorporate a minimum of 10 secondary sources. These sources must be academic sources: e.g. book chapters, books, academic articles, peer-reviewed academic encyclopedia entries from sources such as the Stanford Encyclopedia of Philosophy, or from magazines such as the Atlantic or New Yorker.

The stages:

The first stage of the research paper will consist of each member of the class meeting with me to discuss a broad topic. This component of the paper is to be completed no later than Friday, February 10.

The second stage of the research paper will consist of writing down a preliminary research question, with a provisional thesis statement answering it. This is to be handed in to me no later than Friday, February 17.

The third stage of the research paper will consist of writing a brief draft annotated bibliography of sources that you are likely to use. This is to be handed in to me no later than Friday, March 10.

The fourth stage of the research paper will consist of meeting with me to discuss your progress. This is to be completed no later than Friday, March 17.

The fifth stage of the research paper will consist of writing a draft first paragraph and outline of the paper as a whole. This is to be handed in to me no later than Friday, March 31.

The sixth and final stage of the research paper will consist of handing in the paper itself on Monday, April 24.

There will be no final exam for the course.

B. Participation

In-class participation is worth 25% of the course grade. It will be comprised of three components. First, there is regular in-class participation, which will be evaluated based on the
quality of your contributions to seminar. Such contributions are essential for the seminar to be successful; should you fall short in contributing actively and thoughtfully, our collective project will fall short. Second, each participant in the seminar will run the seminar for a day of your choosing. Those days available for students to run are marked by a percent sign (%). Your responsibility will be to prepare discussion questions about the readings for that day, and to guide discussion over the course of the seminar meeting. Third, each participant in the seminar will present his or her seminar paper on one of the last days of class.

III. Class Expectations

You can expect me, as your instructor, to come to class prepared, to be available for assistance during office hours or by mutually convenient appointment, to answer email correspondence in a reasonable amount of time (provided your email uses proper punctuation, grammar, spelling, appellation, and is signed), to provide feedback on your performance, to hand back written work in a reasonable amount of time, and to provide clear instructions and guidelines.

I expect you, as students, to come to class prepared to engage in the material and on time, to be attentive and respectful in class, to check your university-registered email regularly, to read and understand the syllabus and other course guidelines, in addition to adhering to all university policies and policies stated in the syllabus. Students may not use laptops, cellular phones, or similar items in this class, with the exception of devices for displaying e-texts.

A NOTE ON READING: This is a reading intensive course. You will be reading roughly as much primary source material in this course as you would in a graduate level seminar. You can expect, on average, roughly 150 pages a week of reading.

IV. Grading

Grades will be assigned based on the following scale:

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\begin{align*}
A & \geq 93.5 \\
AB & = 87.5-93.4 \\
B & = 82.5-87.4 \\
BC & = 77.5-82.4 \\
C & = 69.5-77.4 \\
D & = 60-69.4 \\
F & \leq 59.9
\end{align*}
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V. Materials

I have ordered 4 books through the University Book Store.


Readings marked with an asterisk (*) will be available via Learn@UW.
VI. Schedule of Seminars and Reading

**Thursday, 1/19**: Collier, Paul, and Anke Hoeffler. "Greed and grievance in civil war." *Oxford economic papers* 56.4 (2004): 563-595. (available via any UW computer, or with your NetID through UW Library’s website)

Lars-Erik Cederman, Kristian Skrede Gleditsch and Halvard Buhaug, *Inequality, Grievances, and Civil War* (Chapters 3 and 4)*

**Thursday, 1/26%**: Cederman et al., cont’d

Walsh, Katherine Cramer. "Putting inequality in its place: Rural consciousness and the power of perspective." *American Political Science Review* 106.03 (2012): 517-532. (available via any UW computer, or with your NetID through UW Library’s website)


**Thursday, 2/16%**: Henry Parker, *The Case of Shipmony Briefly Discoursed*, London, 1640 (In *Struggle for Sovereignty, Vol. 1*)


Henry Ferne, *The Resolving of Conscience, upon This Question. Whether...Subjects May Take Arms and Resist?* Cambridge, 1642 (In *Struggle for Sovereignty, Vol. 1*)

**Thursday, 2/23%**: *A Declaration of the Parliament of England* (In *Struggle for Sovereignty, Vol. 1*)

Hobbes, *Life and History of Thucydides* (available via this link, which will bring you to the first paragraph: http://oll.libertyfund.org/titles/771#Thucydides_0051-08_14)


Thursday, 3/23: Spring Break


Thursday, 4/13: Hobbes, *Behemoth*

Thursday, 4/20: Hobbes, *Behemoth*

Thursday, 4/27: Presentations

Thursday, 5/4: Presentations