Instructor: Dr. Mara Marin  
Office: DTB A349  
Office Hours: Wednesday 3:00pm-4:00pm or by appointment  
E-mail: maramarin@uvic.ca (Please start subject with POLI 202 and give your full name.)

Teaching Assistants:  
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Course description and goals

Course Description

*Introduction to Political Theory* aims to familiarize students with the basic problems and concepts of political philosophy. To achieve this aim, we will read a limited number of classical texts of social and political philosophy. Some of the questions we will consider are: What is justice? What is the relation between individual and political community? Is political society natural or conventional? Are social inequalities based on nature or convention? Do we have political obligations? What is legitimate government? If all men are equal, is slavery justified? If all men are equal why are women subordinate? We will discuss concepts such as: justice, virtue, natural law, citizenship, rule, happiness.

Learning Outcomes

At the end of this class you should be able to recognize and reconstruct others’ arguments and advance your own arguments in both written and oral form, and in relation to central concepts and problems of social and political thought.

More specifically, this class has two types of learning outcomes: skills and content.

In terms of skills, in this class you will develop your ability to:

- Read carefully complex texts.
- Recognize and reconstruct arguments in these texts.
- Evaluate and criticize theoretical arguments.
- Construct and advance your own arguments.
- Listen to your peers, connect your ideas to theirs, and advance your arguments in dialogue with them.
In terms of **content**, in this class you will:

- Become familiar with central concepts and problems of social and political thought.
- Develop your ability to apply these concepts to new contexts, both current and historical.
- Develop your ability to identify in current events problems central to social and political thought.

As the aim of the class is to foster these skills in both oral and written form, the assignments include class and tutorial participation, as well as several written assignments. As the argumentative form is complex, the writing assignments will build toward a full argument by starting with its parts.

**Required Texts**

The following books are available for sale at the University Bookstore (uvicbookstore.ca/contact). Please use these editions, and bring your copy of the text we are discussing to class with you. If you cannot locate a copy of one of these, ask Dr. Marin – she might have a spare copy to share.


All the other readings are available on Course Reserve on the library website as well as on the course website.

**Course Requirements**

- Attend all lectures and tutorials. Arrive on time.
- Complete all readings by the assigned date. Bring **A PRINTOUT of the reading to lecture and tutorials along with paper and a pen or pencil.**
- Come prepared to discuss the reading requirement and to contribute your own ideas about it to class discussion.
- Contribute to a respectful academic environment by listening to the comments of others and refraining from unrelated conversation.

**Class Format**

Class meetings will include lecture and discussion and tutorials will be discussion-centered. You are required to attend all lectures and tutorials. I will sometimes use power point, show my lecture notes to you, or distribute handouts. These are simply instruments for me to communicate with you. They cannot substitute your own learning process. **It is NOT essential for your learning process to copy down every word on these slides or to take pictures of the screen.** **It IS essential to try to understand the abstract, complex ideas that I will try to convey**
and that we will discuss in class. For these reasons, power point slides will not be made available to students through the course website. You HAVE TO register for a tutorial section. If you do not, you will receive an N grade.

Laptops and other electronic devices

The use of computers, tablets or phones is not allowed in class (both lecture and tutorials). They must be turned off and stored in your bag during class. Exceptions to this rule will be made for students who need electronic devices to take notes. If you need to use an electronic device in class to take notes please come to see me at the beginning of the semester. A section of the classroom will be designated for the use of laptops or tablets for students who need a device to take notes. Electronic devices can ONLY be used for the purpose of taking notes.

Evaluation

There are FOUR assignments in this class: class participation (25%), first writing assignment (20%), first paper (25%), final paper (30%).

To pass this course, you must pass each of the four components of the course. That is, if you fail one component you fail the course. For example, someone who writes all the writing assignments but does not attend class or tutorial regularly will receive a failing grade for class participation and will subsequently fail the course. While passing each assignment is the minimum requirement for passing the course, our goal is for you to do well in every aspect of the course.

1. Class participation: 25% of the final grade. Students are expected to attend class and tutorial with the text and their notes, ready to discuss the reading assignment, and raise questions about it. Your participation grade will take into account your attendance record (of both tutorial and lecture), your participation in class discussion (both tutorial and lecture), and a biweekly ‘quote and comment’ (Q&C).

   • Attendance of both tutorials and lecture class is mandatory. You will be allowed THREE unexcused absences from lectures OR tutorials during the semester. An attendance sheet will be circulated at the beginning of the class and in tutorials. Make sure to sign it EVERY time.

   • Class participation. A good contributor to class discussion takes part in the discussion of the texts in a way that advances class discussion by listening to, taking into account and building upon other views expressed in class, offering reasons for her/his views, and keeping to the point. She/he also participates in group discussion and any other in-class exercises.

   • Quote & Comment (Q&C): Beginning in the second week, every OTHER week, before the class, each student has to submit a Q&C according to the following schedule: students enrolled in T01 have to submit their Q&Cs for Friday of Week 2, students
enrolled in T02 for Friday of Week 3, students enrolled in T03 for Tuesday of Week 2, students enrolled in T04 for Tuesday of Week 3, students enrolled in T05 for Wednesday of Week 2, and students enrolled in T06 for Wednesday of Week 3. Repeat for every other week. Each student will submit 6 Q&C by the end of the semester.

To submit your Q&C, choose a short quote that you take to be important to the reading for that day and paraphrase it (i.e. explain in your own words what the quote means) in argumentative form (i.e. explaining what thesis the paragraph advances and what reasons, if any, the text brings to support that thesis). Your quote can be anywhere between one sentence and one paragraph. Your comment should be AT MOST 250 words. Your Q&C is due on Course Spaces by 9pm the night before the class. I strongly encourage you to make an appointment with the Centre for Academic Communication, by going online to https://uvic.mywconline.com/, while you prepare to write this assignment. CAC is located on the main floor of the McPherson Library.

2. First writing assignment due on Thursday, September 27 at 10am: 20% of the final grade

In this assignment you will practice the ability to distinguish the thesis (claim) of an argument from the reasons brought to support it. The assignment will require you to clearly state your thesis and the reasons that support that thesis. The result should be an essay that goes a long way to persuade its reader that the thesis is true.

3. First paper due on Thursday, October 25, at 10am: 25% of the final grade.

In this assignment you will rewrite the first writing assignment in light of the feedback you would have received on it AND, IN ADDITION, you will raise an objection to the main line of reasoning and develop a response to that objection.

4. Final paper due on Sunday, December 9, at 5pm: 30% of the final grade.

In this assignment you will write a full paper (one that clearly states a thesis, distinguishes between thesis and reasons, makes clear the support that the reasons provide for the thesis, raises an objection and develops a response to that objection) on a new topic.

Topics and more detailed instructions for each writing assignment will be distributed in advance. All papers must be submitted on Course Spaces and, IN ADDITION, a hard copy must be submitted at the beginning of the first class (not tutorial) after the due date. The final paper is due on Course Spaces by the deadline and, IN ADDITION, a hard copy has to be dropped in the Department of Political Science (in the drop box marked “Mara Marin”) by 10 am on Monday, December 10.

If you are sick or go through a personal emergency, please e-mail me, your TA, someone in your department or someone else you trust immediately so that we can arrange for you to do your work. If there is a conflict between course participation and religious observance, please contact me in advance.
The Writing Process
Writing is a long process that requires the writer (you) to go through several stages. Writing a good paper is a capacity that you can get better at IF YOU PRACTICE IT. This course offers you the opportunity to practice writing. You will have the opportunity to rewrite the first paper in light of feedback, and you will have the opportunity to write three different writing assignments. In addition, I strongly encourage you to write several drafts for each paper and to revise them. It is a good idea to begin writing by making an OUTLINE of the main ideas you plan to develop in the paper. Start writing early (two weeks before the paper is due), revise, and go through SEVERAL drafts for each paper. Revising involves reorganizing the material, throwing out entire paragraphs, sometimes pages; sometimes it involves starting from scratch.

Writing Support
The Centre for Academic Communication, located on the main floor of the McPherson Library, is an excellent resource for academic and writing support. (See below for more info.) Make an appointment early on in the semester (the second or third week) and ask them for help with writing your first Q&C or ask them for feedback on one of your Q&C.

Late work policy
In the absence of certified excuses, late papers will be penalized by a third of a letter-grade on the first day and a full letter-grade per day after that. For example, if your essay is due on Monday at 5 pm, anything you hand in after 5 pm on Monday and before 5 pm on Tuesday will start as a “A-”; anything you hand in after 5 pm on Tuesday and before 5 pm on Wednesday will start as a “B-;” etc. I will not accept an essay more than 2 days (48 hours) after it is due.

Plagiarism and Academic Integrity
Academic integrity is intellectual honesty and responsibility for academic work that you submit individually or as a member of a group. It involves commitment to the values of honesty, trust and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences.

The responsibility of the institution - Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.

The responsibility of the student - Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, ask your instructor. Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student’s transcript, or a suspension. It is your responsibility to understand the University’s policy on academic integrity, which can be found on pages 32-34 of the undergraduate calendar. Please see the (revised) academic integrity policy:
http://web.uvic.ca/calendar2018-01/undergrad/info/regulations/academic-integrity.html
Course Experience Surveys (CES)
I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

Schedule of Readings

WEEK 1
September 5: Introduction
September 7: Plato, “Apology” pp. 21-42

WEEK 2
September 14: Plato, “Crito” pp. 43-54.

WEEK 3

WEEK 4

**First writing assignment due on Course Spaces on Thursday, September 27 at 10am**

**First writing assignment due in hard copy at the beginning of the lecture class**

WEEK 5
October 2: Machiavelli, *The Prince*, Dedicatory Letter (pp. 3-4), Chapters I-IV.
October 3: Machiavelli, *The Prince*, Chapters V-VIII.
October 5: Machiavelli, *The Prince*, Chapters IX-XVI.

WEEK 6
October 9: Machiavelli, *The Prince*, Chapter XVII-XIX.
October 10: Machiavelli, *The Prince*, Chapters XX-XXIV.
WEEK 7
October 17: Hobbes, *Leviathan*, Part I, Chapter 1 (pp. 6-7).

WEEK 8
**First paper due on Course Spaces on Thursday, October 25, at 10am**
**First paper due in hard copy at the beginning of the lecture class**

WEEK 9

WEEK 10
November 6: *Declaration of the Rights of Man and Citizen* of the French Revolution (1789), Olympe de Gouge, *Declaration of the Rights of Woman and the Female Citizen* (available at avalon.law.yale.edu/)
November 7: *Declaration of Independence* of the American Revolution (1776) (available at avalon.law.yale.edu/), *The Declaration of Sentiments* of the Seneca Falls Conference (1848), in Internet Modern History Sourcebook (on Course Reserves).
November 9: Sojourner Truth, "Ain't I a Woman" (1851) and "Keeping Things Going while Things are Stirring" (1867), in *Feminist Theory: A Reader*, eds. Kolmar and Bartkowski (London: Mayfield, 2000), pp. 66-67 (on Course Reserves).

WEEK 11
November 13: Reading Break
November 14: Reading Break

WEEK 12
WEEK 13
November 30: Aimé Cesaire, *Discourse on Colonialism*

WEEK 14
December 4: Aimé Cesaire, *Discourse on Colonialism*
December 5: Aimé Cesaire, *Discourse on Colonialism*

**Final paper due on Course Spaces on Sunday, December 9, at 5pm**
**Final paper due in hard copy in the department on Monday, December 10, by 10am**

Course Policies

Course Space
This course has a Course Space site, which will be used to post a copy of the syllabus and additional course materials, such as the paper topics. You are also required to submit your written assignments on the Course Space site. To access the site you will need a Netlink ID. Please check the site early and ask Dr. Marin or your TA if you have trouble navigating it.

Email
Important information about assignments, course expectations or other matters may be sent by e-mail. It is your responsibility to ensure that you have indicated a valid email address in your university account so you can receive these announcements. It is also your responsibility to check this e-mail address once a day. Dr. Marin and your teaching assistant will make every effort to respond to emails in a timely manner, which generally will be under 48 hours during the week (longer on weekends). When emailing Dr. Marin or your teaching assistant, be sure to start the subject heading with POLI 202 and to include your first and last name.

Office Hours
Each week, Dr. Marin and the teaching assistants will hold office hours in which they are available to meet with you. You are strongly encouraged to take advantage of this opportunity to discuss course materials, assignments, or other questions or components raised by the course. If you have a conflict with another class, you can request another time.

Accessibility
Students with diverse learning styles and needs are welcome in this course. If you need an academic accommodation you will need to register with the Centre for Accessible Learning (https://www.uvic.ca/services/cal). Please do so as early as possible. Please feel free to go directly to the Centre for Accessible Learning or to approach Dr. Marin.
University Support and Policies

The CAC = Academic writing help + more!
Are you uncertain about how to complete your assignment? Do you need help reading difficult texts or writing your papers? At the Centre for Academic Communication (CAC), we are here to support you with understanding academic expectations, academic writing, academic reading, avoiding accidental plagiarism, and more! We offer free one-on-one tutorials, workshops, and more. More info at https://www.uvic.ca/learningandteaching/cac/index.php.
We are easy to find in the library: walk down the main hallway and turn right at the blue EDGE banner. We’ll be waiting for you at the end of the hall. Questions? Contact Nancy Ami, CAC manager, at 250-853-3675 or at cacmgr@uvic.ca.

Counselling Services
Your mental health is as important as your physical health. During the semester, you might feel overwhelmed, lonely, or stressed about your academic performance. You might experience a personal or family tragedy. The University provides FREE counselling services. (Check www.uvic.ca/services/counselling/ for more information).

Grading Scale

<table>
<thead>
<tr>
<th>Passing Grade</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90 – 100</td>
<td>Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85 – 89</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80 – 84</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77 – 79</td>
<td>Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73 – 76</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70 – 72</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65 – 69</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60 – 64</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50 – 59</td>
<td>Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Failing Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>0</td>
<td>0 – 49</td>
<td>Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.</td>
</tr>
<tr>
<td>N</td>
<td>0</td>
<td>0 – 49</td>
<td>Did not write examination or complete course requirements by the end of term or session; no supplemental.</td>
</tr>
</tbody>
</table>

1. The percentage grading scale applies to all Faculties at the University of Victoria.
2. The percentage grades should be associated with a letter grading schema.
3. A percentage grade for an N grade should be assigned in the following manner:
   **N GRADE:** If a student has not completed the exam, or has not completed the course requirements, but has submitted course requirements that total more than 49% of the total grade for a course, an instructor will assign a percentage grade of 49%.