Course Outline
In this course we will engage in a close study of several key texts from the history of western political thought. We will do so with three goals in mind:

1) We will seek to place these texts in their historical context, understanding the way in which they responded to the particular political problems of their times, and contributed to the cultural, political and social trends of their world.

2) Even as we place these texts in their historical context, we will also seek to understand the way in which they are relevant to our own time. This is true both in terms of the way they engage with fundamental political questions (How is a political community founded? What does a state owe the citizen, and what do citizens owe the state? What does freedom look like, and what responsibility does the state have in preserving it?) and the way they contribute to political traditions still in effect today (Liberalism, Marxism/Communism, Anarchism, Feminism, Post-Colonialism/anti-colonialism).

3) Finally, in reading these texts, we will develop our ability to think critically about politics. By looking at the widely varied ways these different texts think about politics, define central concepts, and clash with one another, we will get a better sense of the diversity of political thought, and learn to question the received wisdom of the present day, as well as our own preconceived notions.

Requirements
Your course grade will be based on four separate elements.

Midterm Exam
The midterm will be an essay exam based on Plato and Machiavelli. It is intended to show a strong grasp of the texts, as well as indicate some critical consideration of how the two thinkers relate to one another.

Research Paper
A 2000-word paper (including citations and bibliographies), based on a topic chosen from a list I will distribute. While the paper will focus on texts and thinkers from the class, you will also be expected to incorporate secondary sources and outside research on the subject. If you have concerns about how to track down secondary sources such as journal articles or books, please speak to one of our reference librarians, or to me. The paper is an opportunity for students to show critical and original thought in evaluating
and applying the theories we have been studying. It will incorporate two of the thinkers we will be studying. The paper will be due on the last day of class.

Final Exam
Cumulative, but with an emphasis on material since the midterm. Again, this exam is intended to demonstrate a strong grasp of the texts we have studied, as well as indicate critical thought about the ways in which they compare and contrast, as well as their broader implications.

Tutorial Participation
Students will participate in weekly tutorial sections, to provide an opportunity for more in-depth discussions of the course material. They are expected to show up having read the week's assigned course readings and attended lecture, and prepared to discuss the issues that they raised. They will be graded on their attendance and participation. **Students with more than 3 unexcused absences from tutorial will not be allowed to write the final.**

Grade Breakdown
Midterm Exam 25%
Research Paper 35%
Final Exam 30%
Tutorial Participation 10%

Incomplete Policy
Failure to submit a research paper or sit the final exam will result in a grade of 'N'.

Late Policy
Late assignments will be penalized 5% a day. Extensions will only be granted in cases of illness or family emergency.

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: https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html

Grading Scale

<table>
<thead>
<tr>
<th>Passing Grades</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%.

Course Experience Survey (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.
Required Texts
Plato The Trial and Death of Socrates
Machiavelli The Prince
Benjamin Constant Political Writings
Karl Marx The Communist Manifesto
Emma Goldman Anarchism and Other Essays
Aimé Césaire Discourse on Colonialism

Links to additional readings will be available on the course website.

Class Schedule

Week 1
Sept. 4: Introduction
Sept. 6: Plato “Euthyphro” pp.3-20

Week 2
Sept. 10: Plato “Apology” pp.21-42
Sept. 11: Continued
Sept. 13: Cont.

Week 3
Tutorials start this week
Sept. 17: Plato “Crito” and “Phaedo” pp.43-58
Sept. 18: Cont.
Sept. 20: Cont.

Week 4
Sept. 24: Machiavelli The Prince pp.1-107
Sept. 25: Cont.
Sept. 27: Cont.

Week 5
Oct. 1: Cont.
Oct. 2: Cont.
Oct. 4: Cont.

Week 6
Oct. 8: Midterm
Oct. 9: -Special Lecture – Essay Writing and Political Theory AND Introduction to Benjamin Constant “The Liberty of the Ancients Compared with that of the Moderns” pp. 308-329
Oct. 11: Constant "Principles of Politics Applicable to All Representative Governments" pp.170-200

Week 7
Oct. 15: Constant "Principles" pp. 201-221
Oct. 16: Constant "Principles" pp. 261-295
Oct. 18: Constant "Principles" pp. 295-305

Week 8
Oct. 25: Cont.

Week 9
Oct. 29: Cont.
Oct. 30: Marx “On the Jewish Question”
Nov. 1: Cont.

Week 10
Nov. 1: Cont.
Nov. 5: Goldman “Anarchism: What it Really Stands For”
Nov. 7: Cont.

Week 11
No Tutorials This Week
Nov. 12: Class Cancelled – Reading Break
Nov. 13: Class Cancelled – Reading Break
Nov. 15: Goldman “The Psychology of Political Violence”

Week 12
Nov. 19: Cont.
Nov. 20: Goldman “Woman Suffrage” “Love and Marriage”
Nov. 22: Goldman “The Traffic in Women”

Week 13
Nov. 26: Cesaire "Discourse on Colonialism" pp. 31-78
Nov. 27: Cont.
Nov. 29: Cont.

Week 14
No Tutorials this week
Dec. 3: Cesaire "Letter to Maurice Thorez" and “Culture and Civilization”
Dec. 4: Cont. Research Paper Due at Beginning of Class