I acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Instructor: Dr. Mara Marin
Office: DTB A349
Office Hours: Friday 11:20pm-12:20pm and by appointment
E-mail: maramarin@uvic.ca (Please start subject with POLI 202 and give your full name.)

Teaching Assistants:
David Miller (dwmiller@live.ca)
Micheal Ziegler (michaelziegler@uvic.ca)
Office: DTB A353

Course description and goals

Course Description
This course introduces students to political theory as an essential component of the study of politics. Political theory involves paying close attention to the concepts, language, and the basic problems of politics as we try to understand and judge our political institutions and practices. We will read a limited number of classical texts of social and political philosophy, and we will ask some of the following questions: What is justice? What is a political community? Is political society natural or conventional? Are social inequalities based on nature or convention? What makes government legitimate? Is democracy the best regime? 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, citizenship, happiness, alienation.

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. 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 complex concepts and 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.

The aim of the class is to foster these skills in both oral and written form. Hence, the assignments include participation in tutorial class discussion and written assignments. The written assignments are designed to help you develop the ability to formulate an argument on a clear thesis.

**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.


Coursepack (CP) for this class, which includes all the other required readings.

**Course Requirements**

- Attend all lectures and tutorials. Arrive on time.
- Complete all readings BEFORE the assigned date. Bring the reading for each day to lecture and tutorials along with paper and a pen or pencil.
- Come prepared to discuss the reading requirement.
- 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. Lecture attendance is crucial for your success in the course. Lectures notes will not be posted online. You HAVE TO register for a tutorial section.

**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 those of you who need electronic devices to take notes. If you are one of these students, please come to see me IN THE FIRST TWO WEEKS OF THE SEMESTER. If you have not indicated your need to take notes on a computer by the end of Friday, January 17, I will assume that you, like most of us, learn better by taking handwritten notes and you will not be allowed to use an electronic device in class. 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 in this section and only for the purpose of taking notes. If you use a computer in class, YOU ARE REQUIRED TO TURN OFF YOUR WIFI ON YOUR COMPUTER DURING THE ENTIRE CLASS.
Evaluation

There are FOUR assignments in this class:

1. Class participation (15%)
2. Argument reconstruction (20%)
3. First paper (30%)
4. Final paper (35%).

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, my goal is for you to do well in every aspect of the course.

1. Class participation: 15% 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) and your participation in discussion in the tutorial.

   • Attendance of both tutorials and lecture class is mandatory. An attendance sheet will be circulated at the beginning of the class and in tutorials. Make sure to sign it EVERY time.
   • Participation in tutorial class discussion. Prepare for each tutorial by doing the reading and preparing questions or comments to discuss. Your tutorial participation grade will rest on four factors: (1) attendance; (2) preparation – bring your readings and notes to every meeting; (3) contribution to the discussion with your own ideas in a way that advances class discussion; and (4) respectful listening to and engagement with your peers.

2. Argument reconstruction due on **Friday, January 31, at 5pm**: 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, the reasons that support that thesis, and to explain how the reasons support the thesis.

3. First paper due on **Friday, February 28, at 5pm**: 30% of the final grade.

4. Final paper due on **Tuesday, April 14, at 5pm**: 35% of the final grade.

   In each of the papers you will write an argument on a topic raised by the course. An argumentative paper states a clear thesis, brings reasons to support it and considers objections to the main argument. These are NOT research papers. I strongly prefer that you use ONLY the materials assigned for the course to write your essays.

   Topics and more detailed instructions for each writing assignment will be distributed in advance. All papers must be submitted on CourseSpaces.

   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 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. 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 (at least ten days before the paper is due), revise (reorganize the material, throw out paragraphs or entire pages), and go through SEVERAL drafts for each paper.

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. Make an appointment early on in the semester and ask them for help with writing your first written assignment.

Late work policy
In the absence of certified excuses, late papers will be penalized by 3 points for the first day, and an additional 10 points per day after that.

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. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you nearer the time but please be thinking about this important activity during the course.
Schedule of Readings

WEEK 1 – NO TUTORIALS
January 6  Introduction to the course
January 9  Introduction to the course, cont. Introduction to the course requirements
  What is political theory? Conceptual, critical, normative
  Why begin the study of political theory in Ancient Athens?
  Who was Socrates?
  What is a Platonic dialogue?
  The history of philosophy as a debate across time
  The centrality of questions for philosophy

A. WHAT IS JUSTICE?

WEEK 2 – NO TUTORIALS
January 13 Plato, *The Republic*, Book I., 327a – 354c (pp. 3-34)
January 16 Plato, *The Republic*, Book II 357a – 369c (p. 35-46)
  Three (imperfect) definitions of justice
  The ring of Gyges
  Three types of goods
  Thrasymachus: justice as power
  Socratic dialectic
  The nature of the philosophical question about justice

B. WHAT IS A POLITICAL COMMUNITY?

I. Are Political Communities Natural or Artificial?
WEEK 3
January 20 Plato, *The Republic*, 368 d – 376 d (pp. 45-53)
January 23 Aristotle, *Politics*, Book I, Chapters 1, 2 (pp. 11-14) (CP)
  Hobbes, *Leviathan*, Frontispiece and “Introduction” (pp. 3-5) (CP)
  Why and how does a political community come into being?
  What are the ends of a political community?

II. What Gives Unity to a Political Community? Who Is Excluded?
WEEK 4
January 27 Plato, *The Republic*, Book V, 449a – 466c (pp. 127-146)
January 30 Aristotle, *Politics*, Book II, Ch. 2, 3 (pp. 30-32), Book I, Ch. 3, 5, 6 (pp. 14-19) (CP)
  Are men and women equal?
  Are all men equal?
  Plato: the community of pleasure and pain
  Aristotle: the unity of the different

**Argument reconstruction due on CourseSpaces on January 31, at 5pm**
III. What Is the Good of Politics?

**WEEK 5**

February 3 and 6  Aristotle, *Nicomachean Ethics*, Book I, Ch. 1, 2, 4, 5 (pp. 3-7, 10-17) (CP).
- Hierarchy of goods
- The supreme good
- Three common opinions about what happiness is
- Inductive method

**WEEK 6**

February 10  Aristotle, *Nicomachean Ethics*, Book I, Ch. 7, 8 (pp. 25-45),
February 13  Hobbes, *Leviathan*, Ch. XI, para 1, 2, Ch. XIII, para 1-8 (pp. 57-58, 74-76) (CP).
- The supreme good as a final and self-sufficient good
- Aristotle: happiness is the supreme good
- Hobbes: no supreme good. Safety as the end of politics

**February 17-21: Reading Week (No Classes)**

C. **IS DEMOCRACY THE BEST REGIME? DEMOCRACY AND ITS EXCLUSIONS**

I. Democracy and Its critics

**WEEK 7**

February 24  Plato, *The Republic*, Book V, 471c – 477b (pp. 151-157), Book VII, 514a – 521a (pp. 193-199),
- Is the ideal city possible?
- Philosopher kings
- The allegory of the cave
February 27  Plato, *The Republic*, Book VIII, 543a – 564c (pp. 221-243)
- Five regimes of the city and the soul
- Democracy and tyranny


- Ancient democracy, modern democracy, our democracy
- How should democracy look like?

**First paper due on CourseSpaces on Friday, February 28, at 5pm**
II. Consent to Majority Rule as the Basis of Liberal Democracy

**WEEK 8 – NO TUTORIALS**

March 2  
Locke, *Second Treatise*, Ch. 8, paragraphs 95-98 (pp. 330-333), Ch. 9, paragraphs 123-130 (pp. 350-353), Ch. 10, paragraph 132 (p. 354), Ch. 19 (pp. 406-428) (CP).

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*Social Contract and consent to majority rule*
*Rule of Law*
*Legitimate Resistance*

III. Exclusions of Liberal Democracy

March 5  
*Declaration of Independence* of the American Revolution (1776) (CP)
*The Declaration of Sentiments* of the Seneca Falls Conference (1848) (CP)

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*What does a declaration do?*
*Answering the call not addressed to you*
*Marriage and the domination of women*

**WEEK 9**

March 9: Frederick Douglass, “What to a Slave Is the Fourth of July?” (1852) (CP)
Emma Goldman, “A New Declaration of Independence” (CP)

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*The paradoxes of freedom, slavery and emancipation in America*
*Economic individualism*
*Freedom from the state*

D. WHAT IS POLITICAL ABOUT THE ECONOMY, LABOR, AND LOVE?


**WEEK 10 – NO TUTORIALS**


March 16: Emma Goldman, “The Tragedy of Woman’s Emancipation” (CP)

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*Alienation*
*Emancipation*

E. WHAT IS COLONIALISM?

**WEEK 11 and 12**

March 23, 26, 30: Aimé Cesaire, *Discourse on Colonialism*

April 2: No class

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**Final paper due on CourseSpaces on Tuesday, April 14, at 5pm**
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 send an e-mail to 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 cacomgr@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/](http://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 Grade</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>
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<tr>
<td>N</td>
<td>0</td>
<td>0 – 49</td>
<td>Did not write examination or complete course requirements by 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%.