Instructor: Sevan Beukian  
TA: Andrew Brown  
Time: TR 12:30-13:50  
Room T 1 - 91  
Office Hours: Tuesdays 11:00AM-12:00PM or by appointment  
Office: 11-7 HM Tory  
E-mail: beurkibe@ualberta.ca

COURSE PREREQUISITE: POLS 101 or the consent of the department.

COURSE-BASED ETHICS APPROVAL: N/A

COMMUNITY SERVICE LEARNING COMPONENT: N/A

PAST OR REPRESENTATIVE EVALUATIVE COURSE MATERIAL AVAILABLE:  
Contact Instructor

ADDITIONAL MANDATORY INSTRUCTIONAL FEES: None

RENUMBERED COURSE: Please be advised that the previous number of the course POLS 211 was POLS 210. Please note that if you have previously taken and successfully completed POLS 210, then you can not repeat the same course and take POLS 211.

COURSE DESCRIPTION AND OBJECTIVES:

This is an introductory course in political theory/philosophy, during which we will engage with some of the most influential thinkers throughout the history of western political thought. The purpose of this class is to familiarize students with some of the central concepts in political theory: justice, virtue, liberty, equality, the state of nature, and the social contract. Through the readings, students will be challenged with perspectives on abstract thought as well as concrete application and historical examples. The course will end with some readings on postcolonial thought in order to challenge our understanding of some of the theories and perspective in Western thought and political theory in general. The course is meant to prepare you and give you a strong background in order to take POLS212.

The course is based on primary texts as well as an edited volume with an introduction on the histories and backgrounds of each thinker. Class time will be divided between lecture and discussion, giving students an opportunity to digest core concepts, discuss their views and arguments, as well as develop a deeper understanding of the material assigned for the week. Therefore, it is EXTREMELY IMPORTANT for the students to DO THE WEEKLY
ASSIGNED READINGS BEFORE EACH CLASS. Lectures are designed with prepared students in mind.

To be successful, students are expected to develop an understanding of the central topics that make up the field, as well as critically engage with the core concepts and ideas of the readings and lectures. In this, students are meant to develop a deeper, more critical, understanding of the concepts and debates that make up the theoretical foundations of Political Science, ensuring their preparedness for upper-level courses in the field. Emphasis will be given to written assignments to encourage the development of comprehension and critical expression skills.

REQUIRED READINGS:

The following textbook is required for the course, and is available at the bookstore:

- Steven M. Cahn (ed.), 2011, Political Philosophy: The Essential Texts, Oxford University Press. This textbook provides selections of readings from various authors.

- For those who would like to purchase ebooks for your readers, the textbook is also available in that format. Visit the Oxford University Press website for more information.

⇒ The readings are also available online at no cost or through the library.

⇒ Additional articles can be found on JSTOR or Academic Search Complete databases, which you can access through the University of Alberta Libraries website.

REQUIREMENTS AND EVALUATION

The course requirements are outlined below. Students should note that in all but exceptional situations, all components of the course must be completed to receive a passing grade. Tests and assignments will be assigned a letter grade. The instructor will not ‘curve’ or adjust final grades according to any preset formula. Evaluation of the following course requirements will determine students’ grades:

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Due Dates</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>All Term</td>
<td>15%</td>
</tr>
<tr>
<td>Reading Analysis</td>
<td>October 8</td>
<td>20%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>November 17</td>
<td>35%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>TBD (check Beartracks)</td>
<td>30%</td>
</tr>
</tbody>
</table>
WINTER TERM GRADE BREAKDOWN

PARTICIPATION (15%): Students are expected to attend weekly seminars having read all of the required readings as marked on the syllabus and eclass. The participation mark will be given based on the student’s active and critical contribution to the class discussion. Student class participation will be evaluated based on the QUALITIES of the comments you make in class and not the quantity. Taking notes while reading the material for the week and preparing comments on ideas that are seem to interest the reader will help the student to contribute to the discussion segment of the class. Coming to the discussion sessions is important and will count towards the participation mark of the course. The mark of your participation will take into account student attendance, contribution to the discussion, and comments on the readings.

READING ANALYSIS (20%): Students will choose one essay topic from a suggested list, which will be handed out in class. The paper should be about 1500 words (MAXIMUM 1750 words will be permitted) long and should be based on textual analysis of a particular theorist’s work based on the topic of choice. The purpose is to focus on the text itself, to attempt to understand what the theorist is writing, what their main argument is, how do they demonstrate their point, and hat counter-arguments and critiques can you present to their points. This does not require any additional research and should be based only on the reading from the textbook itself.

FINAL PAPER (35%): Students will choose an essay topic from a suggested list, which will be handed out in class, and write a paper 7-8 pages in length. The assignment is due in class on November 15, 2015 during seminar time. Papers must be written double spaced, printed on one side only, and stapled. Pages should be numbered. Papers must use 12pt. font, 1 inch margins, proper citations, and proper essay format (with a thesis, introduction, body paragraphs, and a conclusion). In addition, a bibliography should be included.

The paper will be argumentative in style and you will also use additional research material to enhance the textual analysis of the particular theorists and texts you chose to write your essay on. Sources for this assignment should include the primary text and you MUST use at least 4 peer-reviewed academic references (books, book chapters, articles on jstor or other databases) in addition to the textbook (or primary text you are using).

You need to make sure you review on quoting and citing your references from the textbook and other sources. To be clear, I do NOT tolerate plagiarism. It is recommended that you write your papers well in advance to leave time to edit it (check spelling mistakes and sentence structures), and submit the edited version. It is best not to submit a paper you wrote a few hours before the class! It will show in your writing. Spelling and grammar mistakes will affect your grade, so please be careful and re-read what you wrote.

Students who have questions about the assignments are encouraged to schedule an appointment with the instructor or the section TAs. E-mail submissions of the papers will NOT be accepted.
WRITING WORKSHOP in seminar: Once the topics for the final paper is submitted to you by the instructor, you should begin thinking about your papers. On the writing workshop week, you will bring with you an introductory paragraph to class. We will have a writing workshop in class after lectures, and you will continue this work during seminars. This is a very useful assignment to prepare your final research paper, and this assignment is meant to encourage you to think well ahead of time about your thesis statement, to help you to refine your thesis statement and writing skills.

FINAL EXAM (30%): The final exam is two hours long and will take place in the same classroom – please check bear tracks for the date. The final exam consists of two sections: one section contains short answer questions and the second one consists of a longer essay question. The grading criteria is based on students’ knowledge of the course material (lectures, seminar discussion, and other assignments), ability to clearly discuss one’s position and present effective arguments to support your position and knowledge of the material. You are expected to know the theorists and critically reflect on the readings by providing examples. You need to have a thesis statement in your responses to demonstrate your understanding of the readings.

Policy about course outlines can be found in Section 23.4(2) of the University Calendar.

Classes for the Fall term begin September 1st and end December 7, 2015.

The Add/Drop date is September 15, 2015.
The 50% Refund Deadline is October 2, 2015.
Course Withdrawal deadline (no fee refund) is November 30, 2015.

COURSE POLICIES

Academic Integrity

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodesofStudentBehaviour.aspx) and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All Students should consult the Truth-In-Education handbook or Website at http://www.uofaweb.ualberta.ca/TIE regarding the definition of plagiarism and its consequences when detected.
Learning and working environment

The Faculty of Arts is committed to ensuring that all students, faculty, and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behavior that undermines that environment. The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the student ombudservice: [http://www.ombudservice.ualberta.ca](http://www.ombudservice.ualberta.ca). Information about the University of Alberta Discrimination and Harassment Policy and Procedures can be found in the GFC Policy Manual, section 44 available at [http://gfcpolicymanual.ualberta.ca](http://gfcpolicymanual.ualberta.ca).

Recording of Lectures

Audio or Video recording of lectures, labs, seminars, or any other teaching environment by students is allowed only with the prior written consent of the instructor or as part of an approved accommodation plan. Recorded material is to be used solely for the use of personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

Attendance, Absences, and Missed Grade Components

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absence due to illness or domestic affliction, notify your instructor by email within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of grade for the attendance and participation components of the course, as well as for any assignments that are not handed-in or completes as a result.

Late assignment policy

Late assignments will be penalized at a rate of 5% per day, including weekends, for a maximum of one week. After one week, the assignment will not be accepted. If students foresee a problem in meeting an upcoming deadline, it is their responsibility to discuss alternative arrangements with the professor at least 1 week in advance. Sufficient notice will be given for all assignments, making general lateness unacceptable.
Specialized Support and Disability Services (SSDS)

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with SSDS, contact their office immediately (2-800 SUB; ssdsrec@ualberta.ca; 780-492-3381; www.ssds.ualberta.ca).

Course Modification Statement

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her email and course websites weekly during the term and to note any changes.

Date of Deferred Final Examination

Not applicable.

Grading Scheme

Marks for assignments, tests, and exams are given in percentages, to which letter grades are also assigned, according to the table below. The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course.

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A+</td>
<td>90-100%</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>86-89%</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>80-85%</td>
<td>3.7</td>
</tr>
<tr>
<td>Good</td>
<td>B+</td>
<td>77-79%</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>74-76%</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>70-73%</td>
<td>2.7</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>67-69%</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>64-67%</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>60-63%</td>
<td>1.7</td>
</tr>
<tr>
<td>Poor</td>
<td>D+</td>
<td>55-60%</td>
<td>1.3</td>
</tr>
<tr>
<td>Minimal Pass</td>
<td>D</td>
<td>50-55%</td>
<td>1.0</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>Below 50%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

ADDITIONAL NOTES:

If you have any questions or concerns about your standing in the class, lecture material, assignments, or class discussions please schedule an appointment with the instructor or drop in during office hours. I encourage students to meet with the instructor or TAs if the student feels
that he or she may need alternative arrangements for class participation. We will work closely with the student in order to ensure that they are able to participate effectively and receive their marks in fairness.

**OFFICE HOURS**
If you have any questions or concerns regarding your standing in the class, lecture material, assignments, or class material in general, please schedule an appointment with the instructor or TA or drop in during office hours to discuss these. If you cannot make it during scheduled office hours, please email the instructor or TA to arrange an alternative time and date for meeting.

**EMAIL COMMUNICATION AND ETIQUETTE**
Email communication with the instructor or TA in this class should be considered formal, similar to other professional email correspondence (for work for example). Please make sure you include a subject line that briefly describes the email content. Make sure you mention the course and section you are in. Always sign your complete name at the end of your email. It is important to write emails that are respectful and clear. Your email should address your instructor by title and name (Professor Smith, Ms. Jones) unless instructed otherwise. Finally, if you have substantive questions about the content of the course, please see me during office hours when we can talk more productively.

**LAPTOPS AND TABLETS**
Laptops and tablets are great ways to take notes in class if you are inclined to do so. However, please refrain from checking email or accessing the internet for recreational use during class and restrict your laptop activities to note taking or looking up items pertinent to class discussion.

**WINTER TERM**

*Students are expected to have the textbook at the start of the term. If any problems occur due to the unavailability of the book in the bookstore, please contact the instructor.*

**Mondays and Wednesdays will typically be lecture days when the weekly readings are covered in class. Fridays will be seminar days when you will go to your sections with your TAs and discuss the authors/texts/themes. THERE IS A SEMINAR EVERY FRIDAY, UNLESS OTHERWISE NOTED BELOW THE WEEKLY READINGS.**

The course schedule is subject to change. All changes will be posted on eclass.

**Week 1:**
**September 1:** Introduction to political philosophy – no readings
**September 3:**
- Introduction by Richard Kraut pp. 1-4
- Plato's *Defense of Socrates*, pp. 5-22

**Week 2:** September 8-10
➔ September 8 **NO CLASS**
- Plato’s *Crito*, pp. 23-30
- No Seminar this week
Week 3: September 15-17
- Plato's Republic – Book I-II pp. 31-70
- Plato's Republic – Book III-IV pp. 66-85
- SEMINAR WEEK

Week 4: September 22-24
- Plato's Republic – Books V, pp. 85-102
- Plato's Republic – Books VI-VII, pp. 102-127
- SEMINAR WEEK

Week 5: September 29-October 1
- Introduction by Roger D. Masters (Machiavelli), pp. 253-256
- Machiavelli's The Prince, pp. 256-261
- Machiavelli's The Prince, pp. 261-270
- SEMINAR WEEK

Week 6: October 6-8
- Max Weber, “Politics as a Vocation”, available on eclass and accessible online.
- SEMINAR WEEK

⇒ READING ANALYSIS DUE OCTOBER 8 in seminar

Week 7: October 13-15
- Introduction to Locke by A. John Simmons
- Locke, Second Treatise, Chapters X-XIX (329-342)
- SEMINAR WEEK

Week 8: October 20-22
- Introduction by Joshua Cohen
- Jean-Jacques Rousseau, Discourse on the Origin of Inequality, pp. 355-370
- SEMINAR WEEK

Week 9: October 27-29
- Richard Miller’s “Introduction” 566-569
- Marx and Engels’s Economic and Philosophical Manuscripts of 1844 569-576
- Marx and Engels’s Manifesto of the Communist Party 583-594
- SEMINAR WEEK

⇒ SEMINAR: Writing workshop for the research paper – Please see above in the description for the preparation you need to do for this session.

Week 10: November 3-5
- SEMINAR WEEK
FALL READING WEEK NOVEMBER 9-13: NO CLASSES

Week 11: November 17-19
- SEMINAR WEEK

RESEARCH PAPERS ARE DUE NOVEMBER 17 IN CLASS

Week 12: November 24-26
- SEMINAR WEEK

Week 13: December 1-3
- Review Week

Final Exam TBD, also check beartracks.
Amendments to the Code of Student Behaviour occur throughout the year. For the most recent version of the Code, visit http://www.governance.ualberta.ca/

NOTICE TO INSTRUCTORS REGARDING PLAGIARISM, CHEATING, MISREPRESENTATION OF FACTS AND PARTICIPATION IN AN OFFENCE

The U of A considers plagiarism, cheating, misrepresentation of facts and participation in an offence to be serious academic offences. Plagiarism, cheating, misrepresentation of facts and participation in an offence can be avoided if students are told what these offences are and if possible sanctions are made clear at the outset. Instructors should understand that the principles embodied in the Code are essential to our academic purpose. For this reason, instructors will be fully supported by Departments, Faculties and the University in their endeavours to rightfully discover and pursue cases of academic dishonesty in accordance with the Code.

At the beginning of each term, we ask you to review with your students the definitions of plagiarism and cheating. We are now also asking you to review with your students the definition of Misrepresentation of Facts and Participation in an Offence. Your co-operation and assistance in this matter are much appreciated.

30.3.2(1) Plagiarism

No Student shall submit the words, ideas, images or data of another person as the Student’s own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) Cheating

30.3.2(2)a  No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2)b  No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4).

Cheating (Continued)

30.3.2(2)c  No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.

30.3.2(2)d  No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.2(2)e  No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

30.3.6(4) Misrepresentation of Facts

No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. This includes such acts as the failure to provide pertinent information on an application for admission or the altering of an educational document/transcript.

30.3.6(5) Participation in an Offence

No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

More information can be found at: http://www.osja.ualberta.ca/en.aspx
Procedures for Instructors Regarding Plagiarism, Cheating,

Misrepresentation of Facts and Participation in an Offence

The following procedures are drawn from the Code of Student Behaviour as approved by GFC and the Board of Governors. The guidelines summarize what instructors must do when they have reason to believe that a student has plagiarized, cheated, misrepresented facts or participated in an offence. If you have questions about these guidelines, or about the policies, please talk with the senior administrator in your Faculty responsible for dealing with student discipline—usually an Associate Dean or the Appeals and Compliance Officer (Appeals Coordinator), University Governance (2-2655).

30.5.4 Procedures for Instructors in Cases Respecting Inappropriate Academic Behaviour

30.5.4(1) When an Instructor believes that a Student may have committed an Inappropriate Academic Behaviour Offence [30.3.2] or that there has been Misrepresentation of Facts [30.3.6(4)] or Participation in an Offence [30.3.6(5)] in cases respecting Inappropriate Academic Behaviour in the course that he or she instructs, the Instructor will meet with the Student. Before such a meeting, the Instructor shall inform the Student of the purpose of the meeting. In the event that the Student refuses or fails to meet with the Instructor within a reasonable period of time specified by the Instructor, the Instructor shall, taking into account the available information, decide whether a report to the Dean is warranted.

30.5.4(2) If the Instructor believes there has been a violation of the Code, the Instructor shall, as soon as possible after the event occurred, report that violation to the Dean and provide a written statement of the details of the case. The instructor may also include a recommendation for sanction.

Possible Sanctions

One or more of the following sanctions given in 30.4.3 (2) and (3) of the Code are commonly used for plagiarism, cheating, participation in an offence, and misrepresentation of facts:

- 30.4.3(2) a.i a mark reduction or a mark of 0 on any term work or examination for reason of Inappropriate Academic Behaviour
- 30.4.3(2) a.ii Reduction of a grade in a course
- 30.4.3(2) a.iii a grade of F for a course
- 30.4.3(2) a.iv a remark on a transcript of 8 (or 9 for failing graduate student grades), indicating Inappropriate Academic Behaviour, in addition to 30.4.3(2)a.i, 30.4.3(2)a.ii or 30.4.3(2)a.iii
- 30.4.3(3) b Expulsion
- 30.4.3(3) c Suspension

The following sanctions may be used in rare cases:

- 30.4.3(3) e Suspension of a Degree already awarded
- 30.4.3(3) f Rescission of a Degree already awarded

30.6.1 Initiation of an Appeal

30.6.1(1) When a Student has been found to have committed an offence under the Code of Student Behaviour or an Applicant is found to have committed an offence under the Code of Applicant Behaviour, whether or not that Student or Applicant has been given a sanction, the Student or Applicant may appeal that decision, except in the case of a decision of the Discipline Officer under 30.5.6(2)e.ii, which remains final and is not subject to appeal. In cases where a severe sanction has been recommended to the Discipline Officer, once the student receives the final decision of the Discipline Officer, the student can appeal the decisions of both Dean and the Discipline Officer at the same time. The written appeal must be presented to the Appeals Coordinator in University Governance within 15 Working Days of the deemed receipt of the decision by the Student or Applicant. The finding that an offence has been committed, the sanction imposed or both may form the basis of appeal. The written appeal must also state the full grounds of appeal and be signed by the Appellant. The appeal shall be heard by the UAB.

PROFESSOR STEVEN PENNEY
CHAIR, CAMPUS LAW REVIEW COMMITTEE

DR STEVEN DEW
PROVOST AND VICE-PRESIDENT (ACADEMIC)

* The Campus Law Review Committee is a standing committee of General Faculties Council (GFC) responsible for the review of the Code of Student Behaviour and of student disciplinary procedures.

Updated: 27/08/2015