Political Science 211 A1 - History of Political Thought  
University of Alberta  
Fall 2017  

Tuesdays and Thursdays, 12:30-14:00, in T 1-5

Instructor: Dr. Sevan Beukian  
Office: 12-08 HM Tory Bldg.  
E-mail: beurkibe@ualberta.ca  
Office Hours: Tuesdays from 14:00-15:30, or by appointment

COURSE DESCRIPTION AND OBJECTIVES:

This is an introductory course in political theory. The course aims to provide students with a sample of readings from the history of political theory, with a selection of theorists from different places and times. We will engage with some of the most influential thinkers throughout the history of political thought. The purpose of this class is to familiarize students with some of the central concepts in political theory: gender, justice, virtue, liberty, equality, the social contract, race, colonialism/settler colonialism, democracy, and well-being. The readings are selected from various philosophical traditions, beyond the usual Western canon, from ancient Greece, Europe, China, Islam, and other traditions of thought, to provide students with an exposure to global perspectives. Through the readings, students will be challenged with perspectives on abstract thought as well as concrete application and historical examples. We will explore the lines of commonalities and difference (sometimes contradictions) in the thoughts that are selected from diverse contexts. Students will develop skills in comparing these thoughts, in thinking about the various contexts, and in engaging with the readings’ main concepts and theories. Students will also learn how to write essays through an analytical, critical, and comparative lens, all by focusing on learning and understanding, instead of memorizing the readings’ contents.

The first week will explore the importance of considering what is the field of political theory, and what comparative political theory offers. The course is based on primary and secondary texts, 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.

By the end of the course, student will gain the following skills:  
• students understand the central topics that make up the field, as well as critically engage with the core concepts and ideas of the readings and lectures, especially for texts not traditionally included in the canon of political theory.
• Students understand the content and complexities of each text and thinker, in the primary or secondary texts selected every week. Students are expected to grasp the differences and commonalities between the concepts and ideas presented by each theorist.
• Students will develop relevance of these central concepts from a global and historic perspective, with connections to contemporary examples and events.
• Students will learn to present their ideas in written in a concise and clear/explicit format, in a way that critically assesses the readings, and provides evidence to support the argument.
• Students will gain oral speaking skills that will enable them to express their ideas concisely during larger or smaller group discussion exercises in class.

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.

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

• Steven M. Cahn (ed.), 2015, Political Philosophy: The Essential Texts, 3rd edition, Oxford University Press. This textbook provides selections of readings from various authors.

• You can use the older editions if you like.

• 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, from different publishers.

⇒ Additional articles can be found on JSTOR or through the UofA library, which you can find/locate through the University of Alberta Libraries website.

COURSE 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>Requirement</th>
<th>Due Date</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>All Term</td>
<td>15%</td>
</tr>
<tr>
<td>Group Work Section</td>
<td>Specific dates</td>
<td>15%</td>
</tr>
<tr>
<td>Reading Analysis X3</td>
<td>Sept 28 (10%); Oct 19 (15%); Nov 9 (20%)</td>
<td>45%</td>
</tr>
<tr>
<td>Final Take-Home Examination</td>
<td>December 15, at 12:00PM</td>
<td>25%</td>
</tr>
</tbody>
</table>

**PARTICIPATION (15%)**: Students are expected to attend weekly seminars having read all of the required readings as marked on the syllabus and eclass. In addition, students are responsible for consulting all materials posted on 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 made in class and not the quantity. Taking notes while reading the material for the week and preparing comments on ideas that seem to interest the reader will help the student to contribute to the discussion segment of the class. The mark of your participation will consider student attendance, contribution to the discussion in the classroom discussions and group discussions, and comments on the readings. Group work in seminar sessions and discussion segments require respectful participation and input from students that is based on critical thinking and analysis of the reading material. Finally, the participation grade will also be impacted by the student distraction with their electronic equipment in the classroom; if students are on their phone or laptops/tablets/other outside the course content, this will also be part of the consideration of the final grade.

**Group Work Section (15%)**: On the first week of class, students will be organized into groups and will select a presentation date, depending on the theme and schedule that they would like/is available. Each group of students is asked to prepare three critical questions in relation to the assigned reading. The students will each take turn in guiding the discussion section with the assistance of the instructor/TA. The questions must be open-ended in order to create discussion in relation to student interest and the theme of the readings. The question can refer to a specific
passage/segment from the reading that needs to be further unpacked in class discussion; or the question can also be analytically and critically engaging with the argument of the authors – it would be best to have a mixture of both among the 3 selected questions. In addition, reflecting comparatively with other readings from the term would also contribute to a boost in your grade. In addition to group discussions during seminar sections, this exercise aims to enhance a collaborative spirit among group members and the classroom peers, and encourages sharing of ideas and opinions.

READING ANALYSIS x3: The reading analysis should be about 500 words long and should be based on textual analysis of particular theorists’ 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 what counter-arguments and critiques you can present to their points. This does not require any additional research and should be based only on the reading from the textbook itself.

FINAL take-home exam (25%): You will be given the questions on the last day of classes and you will have until the scheduled exam date and time to submit your responses. The questions will ask you to engage with the theorists in a way to draw out a common theme and to bring them into conversation – what are aspects of their works that overlap, contradict each other, or perhaps they are complementary to one another, etc. The exam will be about 1250-1500 words long. It is not expected that students will conduct additional research or use outside sources, instead, students are expected to critically engage with the course readings for a more in-depth understanding of their content. DEADLINE: December 15, at 12PM

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

Classes for the Fall term begin September 5th and end December 10, 2017.

The Add/Drop date is September 18, 2017.
The 50% Refund Deadline is October 5, 2017.
Course Withdrawal deadline (no fee refund) is December 1, 2017.

GRADING AND LATE PENALTIES

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.

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>55-59%</td>
<td>1.3</td>
</tr>
<tr>
<td>Minimal Pass</td>
<td>D</td>
<td>50-54%</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.

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/ Codes of Conduct and Residence Community Standards/ Code of Student Behaviour.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. 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.

Recording of Lectures

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the content author(s) or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

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.sds.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.

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.

POLICY ON CHILDREN IN THE CLASSROOM
http://childcare.oregonstate.edu/family-friendly-syllabi-examples
Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff and faculty parents. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. You and your nursing baby are welcome in class anytime. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with.
While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

FALL 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.

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

Week 1:
September 5: No CLASS

September 7:
- Introduction to the course
- No Seminars this week

Recommended:

Week 2:
→ September 12 &14
- Plato’s Republic – Book I-II
- Plato’s Republic – Book III-IV
- Seminar week

Week 3: September 19 & 21
- Plato’s Republic – Books V
- Plato’s Republic – Books VI-VII
- Seminar week

Week 4: September 26 & 28
- TBD excerpts from The Virtuous City
- Seminar week: Plato and Al Farabi
Week 5: October 3 & 5
- Introduction by Roger D. Masters (Machiavelli)
- Machiavelli’s *The Prince*
- Seminar Week

Week 6: October 10 & 12
- *Ibn Khaldun: Society, State, and Urbanism: Ibn Khaldun’s Sociological Thought* by Fuad Baali, selections TBD
- Seminar week

Week 7: October 17 & 19: Critiquing the Social Contract
- Introduction to Locke by A. John Simmons
- John Locke, *Second Treatise*, Chapters X-XIX
- Seminar week: Locke

Recommended:

Week 8: October 24 & 26
- Introduction by Joshua Cohen
- Jean-Jacques Rousseau, *Discourse on the Origin of Inequality*
- Jane Gordon and Fanon
- Seminar week

Week 9: October 31 & November 2
- Richard Miller’s “Introduction”
- Marx and Engels’s *Economic and Philosophical Manuscripts of 1844*
- Marx and Engels’s *Manifesto of the Communist Party*
- Seminar week

⇒ FALL READING WEEK NOVEMBER 13 - 17: NO CLASSES

Week 10: November 7 & 9
- Shariati’s *Civilization and Modernization* 1-6
- Seminar week

Week 11: November 21 &23:
- JS Mill, The Subjection of Women, pg. 808-824
- Seminar week

**Week 12: November 28 & 30: Representations of Gender**


- Seminar week

**Week 13: December 5 & 7**

- Revision of course content
- Final exams will be distributed the last day of classes on Dec. 7. Due date December 15 at noon.
- Seminar week

**Further Recommended Readings:**


- Nalini Persram, 2007, *Postcolonialism and Political Theory*

- Max Weber, “Politics as a Vocation”

- Nura Hessainzadeh. “‘Khomeini’s Political Thought in The Unveiling of Secrets and Islamic Government.”


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).

30.3.2(2) 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 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.csja.ualberta.ca/en.aspx
**Excerpts from the Code of Student Behaviour**

**For Review with Each Class at the Beginning of Every Term**

<table>
<thead>
<tr>
<th>Procedures for Instructors Regarding</th>
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<tbody>
<tr>
<td>Plagiarism, Cheating,</td>
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<tr>
<td>Misrepresentation of Facts and Participation in an Offence</td>
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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,i, 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.

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**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