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.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due Date</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Attendance</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</td>
<td>December 6</td>
<td>25%</td>
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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:

**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.

**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.

**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.

**FINAL take-home exam (25%):** You will be given the questions on the last day of classes and you will have one week to submit your responses.

*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>
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<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>
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<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/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx](http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.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.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.

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 6:
- Introduction to the course
- No Seminars this week

Recommended:

Week 2:
→ September 13:
- Introduction
- Plato's Republic – Book I-II
- Plato's Republic – Book III-IV

Week 3: September 20:
- Plato's Republic – Books V
- Plato's Republic – Books VI-VII

Week 4: September 27:
- TBD
- Seminar week: Plato and Al Farabi

Week 5: October 4:
- Introduction by Roger D. Masters (Machiavelli)
- Machiavelli's The Prince

Week 6: October 11:
- Ibn Khaldun: Society, State, and Urbanism: Ibn Khaldun's Sociological Thought By Fuad Baali, selections TBD

Week 7: October 18:
- Introduction to Locke by A. John Simmons
- John Locke, *Second Treatise*, Chapters X-XIX

Recommended:

**Week 8: October 25:**
- Introduction by Joshua Cohen
- Jean-Jacques Rousseau, *Discourse on the Origin of Inequality*
- Jane Gordon and Fanon

**Week 9: November 1:**
- Richard Miller’s “Introduction”
- Marx and Engels’s *Economic and Philosophical Manuscripts of 1844*
- Marx and Engels’s *Manifesto of the Communist Party*

**Week 10: November 8:**
- Shariati's *Civilization and Modernization* 1-6

➔FALL READING WEEK NOVEMBER 13 - 17: NO CLASSES

**Week 11: November 22:**

- JS Mill, *The Subjection of Women*, pg. 808-824

**Week 12: November 29:**


- Take Home final exam will be distributed in class. Due date, the last day of classes for evening courses.

**Week 13: December 6:**

- Final Take-Home exam due date