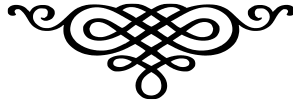


**POL200Y1Y. Section L5101. Political Theory: visions of the good/just society.
2019-2020**



Instructor: Rebecca Kingston, Professor of Political Science

Lectures: AH100, Tuesdays 6-8 pm.

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Land Acknowledgement:

We acknowledge this land on which our course and the university as a whole operates. Indigenous people have shaped its history over thousands of years. On this land they have developed distinct languages, cultures, economic and political systems and ways of life. This land upon which we are assembled remains a sacred gathering place for many peoples of Turtle Island. We want to show respect for this by acknowledging that we are on the land of several Indigenous nations, paying special recognition to the Mississauga's of the New Credit.

This course provides a general introduction to major thinkers and important themes in the history of political thought from ancient times to the 17th century. It will highlight the continuities and clashes among classical political thinkers in both Eastern and Western traditions and key political theorists of the 17th century in Europe whose thought has become associated with modern liberalism.

The course will place special emphasis on three themes:

- 1) What is the purpose of politics? If politics is about promoting the good, how does one begin to think about what is good both for the individual and for communities? How does one distinguish among the good, the prudent, the pragmatic and the bad in politics? What is a tyrant and a tyrannical soul and what is bad about them and what does the nature of bad politics reveal about the good? If the purpose of politics is not the promotion of the good, how do we avoid the worst?

- 2) Political communities need to be founded and sustained. These circumstances are often violent and exclusionary, i.e. identifying who is to be included and who is to be excluded as well as what sort of practices will be rewarded over others. How do we come to terms with the practices often associated with founding? How do we begin to think about what justice requires in the establishment and sustaining of political community?
- 3) Once communities are formed what is the better way to organize political power. What is sovereignty and what considerations affect the organization, distribution and rules governing the exercise of political power? How do we balance needs of both liberty and security in collective life?

Course requirements (further details on each assignment are noted below and will be discussed further in class):

First Term test (Room 100 of the Exam Centre, 6-8 pm, December 3 rd)	20%
Essay (second term):	
Passages and Reflection Assignment (c. 4 pp.) due March 11 th	10%
Ordering Assignment (c. 4-5 pp.) due March 18 th	10%
Paper 8-10 pp. due April 1 st	20%
Final Exam (to be scheduled in the final examination period in April)	30%
Attendance and Participation in Tutorials	10%

First Term Test:

At the end of the first term you will have a two-hour mid-term covering material from the first term. The test will involve a discussion of a passage from one of the three main texts studied in the first semester (Plato, Aristotle and Confucius). You will be asked to identify the passage (e.g. note how it fits into the overall argument, where in the course of the book or discussion it comes, what the passage means in your own words). In addition, you will be asked to provide an analysis of the passage giving an account of its meaning in relation to the broader text from which it is taken. Finally, you should provide some comparison and contrast with another thinker from the first term on the theme invoked by the passage and develop some account of or argument as to what this comparison reveals.

Tutorials in the first term will help prepare you for this assignment by focusing some discussion on passages from the text. Tutorial leaders will help in training students to give an account of both the meaning and significance of certain passages.

Essay (second term):

The work on the essay is divided into three separate but interrelated stages, and these stages will be supported by discussion and activities in your tutorial groups. The reason for the stages is to help students develop the art of writing a paper in political theory. The process is broken down into steps identified by the acronym **PROP**.

Once you have chosen the question you wish to work on from the selection to be distributed in the second term, you should (re)read the relevant texts from the course with close

attention to the passages that have some bearing or relevance to the concept or topic of the question. Your first assignment (the **Passages/Reflection Assignment**) involves both identifying quotes relevant to the topic of your paper (taken word for word from the text with proper page and chapter references) and providing some points of reflection on these passages.

The second stage is the **Ordering Assignment** in which you place your points in a more logical order to build an argument for your paper. The full and final **Paper** (8-10 pages double-spaced) written in sentence form and with proper citations and references with a consistent and recognized bibliography and footnote format will be due April 1st. More details regarding the expectations and format for each of these three stages will be made available for students at the start of the second term.

Turnitin:

Normally students will be required to submit their course essays to Turnitin.com to ensure a practice of good academic integrity (details to follow later). In doing so, students will allow their essays to be included as source documents in the Turnitin.com database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com website. If, as a student, you object to using turnitin.com, please see the course instructor to establish appropriate alternative arrangements for submission of your written assignments.

Students are also required to keep their rough and draft work and copies of their assignments until the end of the course when grades are posted on ROSI. University policy regarding plagiarism will be strictly enforced. Please see the University of Toronto's policy on plagiarism on the Blackboard site or at <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

Quercus:

Every week and before each lecture on Wednesday afternoon I will be posting lecture outlines on the Quercus site for this section of the course. I recommend that you consult and have a copy of that outline available at the time of the lecture as it will help you in taking lecture notes. While I post that outline at the time of my lecture, it is helpful for you not to have to spend so much time copying the notes from the screen. If you have those notes handy in either e- or printed format, then you can spend your time in lecture reflecting on what is being argued in the lecture presentation, rather than just keeping up with what is being posted on the screen overhead.

Tutorials:

Students should attend tutorials starting the week of September 24. Work in tutorials will be focused on the themes raised in the lectures.

Writing Resources on Campus:

Students can find information about college writing centres at <http://www.writing.utoronto.ca/writing-centres/arts-and-science>. The home page for the website "Writing at the University of Toronto" is www.writing.utoronto.ca.

- More than 60 Advice files on all aspects of academic writing are available at www.writing.utoronto.ca/advice. A complete list of printable PDF versions are listed at <http://www.writing.utoronto.ca/about-this-site/pdf-links-for-students>.
- You may in particular want to consult the file "How Not to Plagiarize" and other advice on documentation format and methods of integrating sources; these are listed in the section at www.writing.utoronto.ca/advice/using-sources.
- The Writing Centre also hold regular workshops which may be of interest to you. More information on these workshops is available at <http://www.writing.utoronto.ca/writing-plus>.
- Information about the English Language Learning program (ELL) is available at <http://www.artsci.utoronto.ca/current/advising/ell>. I particularly recommend the Communication Cafe meeting weekly at four different times and locations for the first five weeks of each term for practice with oral skills like class discussion and presentations. In addition, you may wish to take advantage of an online program called Reading eWriting that helps students engage course readings more effectively. line program that helps students engage course readings more effectively. You can also find further instructional advice files for students and for classroom instruction on this site. For more information, you can contact the ELL Coordinator Leora Freedman at leora.freedman@utoronto.ca

Reminders and regulations:

Please consult with your T.A. if you require extensions on your assignments. Without prior permission from your T.A., assignments handed in late will be deducted 2% of the assignment grade per day (including weekends). For late essays electronic submissions are permitted, as long as they are followed up by a paper copy.

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: accessibility.services@utoronto.ca or <http://www.accessibility.utoronto.ca> .

Content Advisory:

Please note that the texts we are reading were written at earlier stages of history, and while many of these ideas have had lasting influence in our politics and cultures, others harbor features that are expressly anti-democratic and anti-liberal. They offer us important challenges that give us the space to reflect upon and define our own political commitments more clearly so

they should be read in that spirit.

Wellbeing breaks and resources for students:

At roughly the ninety-minute point in each of my lectures I will pause for a couple of minutes for a *wellbeing break*. This will involve a number of different things. I may interrupt the flow of the lecture to offer a moment of reflection on a passage from another text to promote a quick moment of relaxation and destressing [many of these passages will be taken from the work *Embers: One Ojibway's Meditations* (Toronto: Douglas and McIntyre, 2016) written by one of Canada's most famous first nations authors, Richard Wagamese)]. In other instances I will show a short video that offers you some basic breathing and stretching exercises you can do from your seats to break up the lecture and give you resources you can draw on for taking time out during your study periods to enhance your wellbeing. These videos were produced by a friend of mine and a certified yoga teacher who has been teaching yoga for over twenty years.

[In the event that you are feeling distressed find someone to talk to right now – and if there is an immediate risk, call 911.

The following are some of the mental health services available to students on all three campuses:

Downtown Toronto: Health and Wellness Centre 416-978-8030, located at Koffler Student Services

U of T Scarborough: Health & Wellness Centre 416-287-7065

U of T Mississauga: Health & Counselling Centre 905-828-5255

Round-the-clock support

Free 24/7 support is available outside the University. Students, staff and faculty can speak to a trained crisis worker at any hour of the day.

Good 2 Talk Student Helpline 1-866-925-5454. Professional counselling, information and referrals for mental health, addictions, and well-being.

Gerstein Crisis Centre 416-929-5200

Distress Centres of Greater Toronto 416-408-HELP (4357)

The Centre for Addiction and Mental Health at 250 College Street

Anishnawbe Health Toronto Mental Health Crisis Line 416-360-0486

My SSP for U of T Students 1-844-451-9700. Immediate counselling support is available in 35 languages and ongoing support in 146 languages.]

Verifying illness, injury or other relevant personal issues

There are four types of medical documentation deemed “official” by the Faculty of Arts and Science:

- i) UofT Verification of Illness or Injury Form: This form, available to students online

(www.illnessverification.utoronto.ca), is restricted to a select group of medical practitioners, and provides responses to the relevant questions about the absence.

ii) Student Health or Disability Related Certificate: A streamlined variant of the U of T Verification of Illness or Injury Form provided by our own internal doctors who can vouch for health problems without so many details.

iii) Accessibility Services Letter: This sort of letter may address needed accommodations or document on-going disability issues that have made absence or lateness unavoidable.

REQUIRED READINGS:

The books listed below can be purchased at the University of Toronto Bookstore and some will be made available online through Quercus and the U of T library. Please consult Quercus to see which of those texts will be made available electronically. Still, I generally recommend that students read these works in book format as it offers greater benefits for learning and allows you to easily highlight passages and move back and forth within the text. When purchasing books please be sure that you select the texts for the Kingston section of POL200Y.

Plato. *The Republic*. Trans. G.M.A. Grube ed. C.D.C. Reeve. Indianapolis: Hackett Publishing, 1992.

Aristotle. *Politics*. 2nd edition, Ed. C. Lord. Chicago: Chicago University Press, 2013.

Confucius. *The Analects*. Oxford: Oxford University Press, 1993.

Christine de Pizan. *The Book of the City of Ladies*. Eds. S. Bourgault and R. Kingston. Indianapolis: Hackett Publishing, 2018.

Machiavelli. *Selected Political Writings*. Indianapolis: Hackett, 1994.

Hobbes. *Leviathan*. Indianapolis: Hackett, 1994.

Locke. *Second Treatise of Government*. Indianapolis: Hackett, 1980.

It is **strongly** recommended that you consult **the editions listed above** as otherwise you will run into differences in translation which could lead to certain confusion in class and group discussion.

COURSE OUTLINE:

1st term

Week 1- Introduction to the course

Weeks 2 to 7- Plato *The Republic*: character, education, leadership

Weeks 8 to 11- Aristotle *The Politics*: saving the appearances?

Weeks 12 and 13- Confucius *The Analects*: flourishing despite the state?

2nd term

Weeks 1 to 2- Christine de Pizan *The Book of the City of Ladies*: expanding the relevant public

Weeks 3 to 6- Machiavelli *The Prince* and *The Discourses*: political judgment
Week 7- Reading week
Weeks 8 to 10- Hobbes' *Leviathan*: sovereignty consolidated
Weeks 11 to 13- Locke's *Second Treatise*: sovereignty harnessed
Week 14- Review

READINGS AND ASSIGNMENTS:

1st Term:

- September 10th** - Introduction to the course
- September 17th** -**Read** Plato, *The Republic*, Cambridge: CUP, 2000, editors introduction pp. xi-xxxii (to be made available on Quercus) and *The Republic*, trans. G.M.A. Grube, Book 1, pp. 1-36.
-Introduction to ancient thought and to Plato and the beginning of a review of Book 1.
- September 24th** -**Read** Plato, *The Republic*. Book 2, pp. 37-70.
-this lecture will review some of the arguments of Books 1 and 2
- Tutorial groups will begin meeting around this time.
- October 1st** - **Read** Plato, *The Republic*, Books 3-4, pp. 71-143.
-this third lecture on Plato explores how the city is structured and how it functions as an analogy of the soul, as well as how to make sense of the virtues of the soul- some of Plato's criticism of democratic practice is also discussed
- October 8th** - **Read** Plato, *The Republic*, Books 5-6, pp. 144-219.
-this fourth lecture explores themes of education and the place of women in Plato's regime- is Plato really a champion of gender equality?
- October 15th** - **Read** Plato, *The Republic*, Books 7-9, pp. 220-312
-the fifth lecture explores the theory of knowledge and the theory of Forms that underlies Plato's understanding of the nature of justice
- October 22nd** - **Read** Aristotle, *Nicomachean Ethics*, Book 10, chap. 9 [link posted on Quercus]
and *The Politics*, ed. Carnes Lord, second edition. Chicago: University of Chicago Press, 1994, Books 1 and 2, pp. 1-61.
-the first lecture on Aristotle provides a brief summary of Aristotle's conception of happiness as developed in *The Ethics* giving a philosophic context to his arguments in *The Politics*

- October 29th** - **Read** Aristotle, *The Politics*, Books 3 and 4, pp. 62-128.
-this second lecture explores what Aristotle means by ‘the polis’ and why it is for him such a special form of political community
- November 5th** -NO CLASS- **Fall Reading Week.**
- November 12th** - **Read** Aristotle, *The Politics*, Books 5 and 6, pp. 129-186.
-this third lectures explores what makes for good and bad regimes and good and bad citizens for Aristotle
- November 19th** - **Read** Confucius, *The Analects*, Oxford: Oxford University Press, 2000. Books 1-10, pp. 3-38.
- Flourishing despite the state: Confucius represents a challenge to the premises shared by Plato and Aristotle, and particularly to the notion that human flourishing requires a certain type of political order and an appropriate legal structure (however characterized). For Confucius, it is the nature of one’s relations within the private sphere that provide the foundation for flourishing and the questions of how we are ruled, what laws govern us or even who is in power are not central to living well.
-the first lecture on Confucius explores the meaning of self-cultivation and the concepts of *li* (rites), *jen* (humanity) as well as the importance of the family in Confucian ethics
- November 26th** - **Read** Confucius, *The Analects*, Books 11-20, pp. 39-82.
-this second lecture explores the significance of Confucian ethics for life outside the household and in a global context
- December 3rd** -mid-term test, location EX100 (same time as the lecture)
- 2nd Term**
- January 7th** - **Read** Christine de Pizan, *The Book of the City of Ladies*. Indianapolis: Hackett, 2018, Part I, pp. 21-96.
-this first lecture focuses on the issue of how women’s accomplishments are perceived as a theme linking Pizan’s concerns with feminist struggles today. It also explores some of the medieval context of Pizan’s life and work.
- January 14th** - **Read** Christine de Pizan, **The Book of the City of Ladies**, Part II, and III. 1-5, pp. 97-195.
-this lecture provides a rhetorical analysis of Pizan’s arguments including her use of metaphor, exempla, etc.
- January 21st** - **Read** Machiavelli, “Letter to Francesco Vettori” and *The Prince* in *Selected Political Writings*. Indianapolis: Hackett, 1994, chaps. 1 to 13,

pp. 1-45.

-in this lecture I imagine a debate between Pizan and Machiavelli and I make the argument as to why we should not consider Machiavelli as defending the amassing of all power for its own sake, drawing from the geopolitics of his own day

January 28th

- **Read** Machiavelli, *The Prince*, chaps. 14 to 26, pp. 45-80.

-in this lecture I seek to make sense of *The Prince* exploring the qualities shared by the heroes of this work and suggesting that his central concern was the nature of politics in the context of founding a new political order, rather than in a situation of stability and normalized politics

February 4th

- **Read** Machiavelli, *The Discourses* (selections), Book I, pp. 81-135.

-in this lecture I explore what the models of the unsuccessful princes reveal about Machiavelli's message

- Selected topics and general instructions for the essay (due March 26th) will be handed out this week.

February 11th

- **Read** Machiavelli, *The Discourses* (selections), Books II and III, pp.158-216.

-in this lecture I explore the meaning of republicanism as developed in Machiavelli's *Discourses* and I reflect on what is living and what is dead in Machiavelli today

February 18th

- **Reading week** (no class!)

February 25th

- **Read** Hobbes, *Leviathan*, Indianapolis: Hackett, 1994, Part I, Introduction and chaps. 1 to 13, pp. 1-78.

-in this first lecture on Hobbes I explore how Hobbes envisages the fundamental features of the human condition and the characteristics of life in the state of nature that lead to a generalized atmosphere of insecurity

March 4th

- **Read** Hobbes, *Leviathan*, Part I, chaps. 14 to 16, Part II, chaps. 17 to 20, pp. 79-136.

-in this second lecture on Hobbes I explore the nature of the covenant and how the act of submission happens, as well as reflect on the various ways in which this submission can be understood

March 11th

-**Passages/Reflection Assignment due** (See PROP Assignment above)

- **Read** Hobbes, *Leviathan*, Part II, chaps. 21 to 31, pp. 136-219.

-this third lecture on Hobbes provides an exploration of the meanings of sovereignty and liberty in the text, as well as of the limits on the sovereign's power

- March 18th**
- Ordering Assignment due** (See PROP Assignment above)
 - **Read** Locke. *Second Treatise*. Indianapolis: Hackett, 1980, chaps. 1 to 10, pp. 7-69.
 - this first lecture on Locke provides a comparison of Locke and Hobbes on the state of nature and looks into the central concept of property in Locke's work
- March 26th**
- **Read** Locke, *Second Treatise*, chaps. 11 to 14, pp. 69-88.
 - this second lecture on Locke looks at the dynamic of the social contract and its implications for Locke's conception of sovereignty and the contours of political power
- April 1st**
- **Paper due** (8-10 pp.) (See PROP Assignment above)
 - **Read** Locke, *Second Treatise*, chaps. 15-19, pp. 88-124.
 - this third lecture explores the theme of resistance in Locke and its implications for contemporary democratic practice

The final exam will be scheduled during the examination period. See your T.A. for further details.