

## **POL200Y1: Visions of the Just/Good Society**

Summer 2023, Department of Political Science, University of Toronto (St. George)

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Class Time: Monday & Wednesday 6-8 PM, MP202

Office Hours: Joseph Dattilo- Mondays 4-6 PM, SS3058

Devin Ouellette- Wednesdays 2-4pm, SS3058

Teaching Assistants: Kelsey Gordon: [kelsey.gordon@mail.utoronto.ca](mailto:kelsey.gordon@mail.utoronto.ca), TBA

Tutorials:

TUT0101: Tue 16:00-17:00, BL312

TUT5201: Mon 20:00-21:00, BL312

TUT0201: Wed 16:00-17:00, BL312

TUT5301: Wed 17:00-18:00, BL312

TUT5101: Tue 17:00-18:00, BL312

TUT5401: Wed 20:00-21:00, SS2101

*“The injustice and malice of the human species, great as they are, have not yet grown to such a point that they hinder most readers from praising a good book, notwithstanding the faults that may be in it.”*

-Francois Bayle

### **-Part One: Introduction and Learning Goals-**

1.1 Course Description: This course introduces students to the subfield of political theory as a key component of political science. Political theory is characterized by its close scrutiny of concepts, ideas, language, and values. This course will also introduce students to a cosmopolitan array of thinkers from the pre-modern world, including texts from the Ancient Egyptian, Classical, Chinese and European traditions. In engaging texts and thinkers from around the world, you can expect to be captivated, confused, challenged and even repulsed. We ask that you keep an open mind as you learn to evaluate these texts on their own terms and consider their continuing relevance to politics today. All ideas come from somewhere; this class will show you how and when the ideas we take for granted as good or evil today originally emerged.

Fundamentally, this course considers whether a *just* society is always a *good* society, and vice versa. It therefore raises a number of fundamental questions about the nature of politics: What would a just or good society look like? Are justice and goodness the same, or do we sometimes

have to pick between them? What does it mean to be a morally good person, and does that matter for justice? How do you seek justice in an unjust society?

## 1.2 Learning Goals

Through this course students will:

- (a) Enhance their critical reading and interpretive skills– Learn how to understand rhetorically complex and conceptually abstract writing
- (b) Foster their ability to conduct conceptual analysis– Learn what new ideas entail if they are true
- (c) Develop their writing and argumentative abilities– Learn how to construct an argument based on logic and textual evidence
- (d) Deepen their understanding of classic texts of political theory– Learn where the key ideas that have impacted the modern world came from

## **-Part Two: Lecture Schedule & Readings-**

2.1 Required Texts: We strongly recommend that all students procure these exact editions of the course texts. *This is especially the case for works not originally written in English.* Different translations say different things. If you use an unauthorized edition of the texts, you may run into discrepancies between what you read and what you hear. If any conflict between different versions of the texts arises, the version listed here shall prevail. Thus, if you make a mistake because you rely on a different edition of the text, the responsibility will be yours to bear. Many of the texts are available online and in print for *free* via the UofT Library system.

1. Machiavelli. *The Prince*, translated by H.C. Mansfield, Jr. (Chicago: University of Chicago Press, 1998)
2. Hobbes, Thomas. *Leviathan*, ed. Edwin Curley. (Indianapolis: Hackett Publishing Co., 1994)
3. Mengzi. *Mencius*, trans. Irene Bloom (New York: Columbia University Press, 2013)
4. Locke, John. *The Second Treatise of Civil Government* (Peterborough: Broadview Press, 2015)
5. Plato. *The Trial and Death of Socrates*, trans. G.M.A. Grube (Indianapolis: Hackett Publishing Co., 2001)
6. Aristotle. *Nicomachean Ethics*, trans. Robert C. Bartlett & Susan D Collins. (Chicago: University of Chicago Press, 2011)
7. Augustine. *City of God* (abridged), trans. Gerald Walsh *et al.* ed. Vernon Bourke (New York: Image Press, 2014)
8. Christine. *The Book of the City of Ladies*, ed. Sophie Bourgault & Rebecca Kingston, trans. Ineke Hardy (Indianapolis: Hackett Publishing Co., 2018)

## 2.2 Course timeline:

May 8/Lecture 1	Intro & <i>The Tale of the Eloquent Peasant</i> : Speaking Truth to Power In <i>The Literature of Ancient Egypt</i> , ed. W. K. Simpson. (New Haven: Yale University Press, 2003, pp. 24-44). (Reading provided on Quercus) Total pages: 20
May 10/L2	Machiavelli 1: On States and their Rulers, Dedicatory Letter & Chp. 1-12 Total pages: 53
May 14	*Deadline to Enrol in F/Y Courses*
May 15/L3	Machiavelli 2: Obtaining and Maintaining Principalities, Chp. 13-26 Total pages: 50 (Release Assignment 1)  <b>*Tutorials Begin This Week*</b>
May 17/L4	Hobbes 1: On Human Nature and its Limitations, Chp. I-IX Total pages: 44
May 22	*Victoria Day, University Closed*
May 24/L5	Hobbes 2: On the State and Laws of Nature, Chp. X-XVI Total pages: 56
May 25	<b><u>*Assignment 1 Due at 11:59pm*</u></b>
May 29/L6	Hobbes 3: On The Commonwealth and its Power, Chp. XVII-XXIII Total pages: 54
May 31/L7	Hobbes 4: On the Governance of the Commonwealth, Chp. XXIV-XXX Total Pages: 75 (Ch XXVII-XXVIII may be omitted, 54 pages if omitted)
June 5/L8	Locke 1: Property and the State of Nature, Chp. 1-6 Total pages: 37
June 7/L9	Locke 2: On the Means and Ends of Political Society, Chp. 7, 9-14, 19 Total pages: 51
June 12/L10	Mengzi 1: Benevolent Rule, Books 1A-2A

Total pages: 37  
(Release Assignment 2)

June 14/L11	Mengzi 2: The Virtue of Being Moral Books 3A3-5; 3B1-4, 8-10; 4A all; 4B3-8, 26, 28, 32-33 Total pages: 38
June 19/L12	Mengzi 3: The Sprouts of Morality Books 5A1-6, 9; 5B1, 3, 9; 6A all; 6B1-11; 7A1-21, 35, 45; 7B1-5, 12-16, 24, 31-35 Total pages: 46
June 21-July 3	*Assessment Period & Course Break, No Classes or Tutorials*
July 3	<b><u>*Assignment 2 Due at 11:59pm*</u></b>
July 5/L13	Plato 1: Piety, Corruption, and Wisdom: <i>Euthyphro</i> & <i>Apology</i> Total pages: 42
July 10/L14	Plato 2: Seeking Justice, Accepting Injustice: <i>Crito</i> & <i>Phaedo</i> Total pages: 17
July 12/L15	Aristotle 1: The Value of Virtue, Books I-III Ch.5 Total Pages: 54
July 17/L16	Aristotle 2: Seeking and Recognizing Justice, Books V-VI Total Pages: 45
July 18	*Deadline to Drop Y Courses*
July 19/L17	Aristotle 3: A Life Worth Living, Books VII & X Total Pages: 53
July 24/L18	Augustine 1: Injustice, Suffering, and Life <i>City of God</i> Bks I-III Total Pages: 51 <b>CONTENT WARNING:</b> Suicide and Sexual Assault (Release Assignment Three)
July 26/L19	Augustine 2: The Folly and Futility of Empire <i>City of God</i> Bs IV-V, XVIII Total Pages: 58

July 31/L20	Augustine 3: Coping with the End of the World, <i>City of God</i> Bks XIX-XX Total Pages: 66
Aug. 2/L21	Christine 1: Refuting Misogyny, Part 1 Chp. 1-11, 14-18, 27, 33-38, 43 Total pages: 46
Aug. 7	*Civic Holiday, No Classes/Tutorials* <b><u>*Assignment 3 Due at 11:59pm*</u></b>
Aug. 9/L22	Christine 2: Constructing a City of Female Virtue, Part 2 Chp. 7-13, 28-30, 36-37, 44, 47-48, 53-55, 64-65, 69; Part 3 Chp. 1, 10, 18-19 Total pages: 43  <b>*Last Week of Tutorials*</b>
Aug. 17-25	Final Exam–TBD by Faculty of Arts & Science

### **-Part Three: Assignments and Grade Allocation-**

3.1 General Overview: All essays will be submitted electronically through Quercus. We advise you to save copies of submitted work for the duration of the course so that you retain a record of it. If any technological disruptions occur when submitting to Quercus, please email the assignment to your TA. The final exam will be conducted in person.

NAME	WEIGHT	DUE	LENGTH	Notes
Writing Development Paper	10%	<b>May 25th 11:59 PM</b>	1000 Words	
Exegetical Essay	20%	<b>July 3rd 11:59 PM</b>	1500 Words	Returned Before Course Drop Day
Comparative Essay	25%	<b>August 9th 11:59 PM</b>	2000 Words	Feedback by opt-in only
Final Exam	30%	TBA	N/A	Cumulative, In-person
Participation	15%	N/A	N/A	

3.2 Writing Development Paper: This assignment asks you to critically reflect upon a selected passage from a course text. It is designed to allow you to demonstrate your level of writing proficiency and to help you learn the fundamentals of academic prose construction and formatting. The writing development paper introduces you to established norms of academic writing, with special attention to clarity of expression, argumentative structure, and proper scholarly formatting. The writing development paper will also introduce you to textual analysis.

3.3 Exegetical Essay: This essay requires you to demonstrate your reading abilities by answering a question about a selected course text. Exegesis refers to the process of interpreting complex or ambiguous writings, it is a critical skill for anyone pursuing a knowledge-oriented career. With exegesis, you learn how to understand works where authors are being unclear or evasive, which is critical in careers in law, politics, or academia. The exegetical essay will gauge your reading comprehension skills, in particular your ability to interpret unclear and rhetorically sophisticated texts. It will also develop your ability to formulate a theoretical argument distinct from summary.

3.4 Comparative Essay: This essay entails a thorough comparison between two different thinkers on a pre-selected topic. The comparative essay will assess your ability to synthesize an argument from disparate texts. This will help you learn to draw logical connections and distinctions between texts that do not directly refer to each other, and may seem unrelated. It will also help you build an understanding of how different intellectual positions relate to one another.

3.5 Final Exam: The final exam will take place at a time scheduled by the Faculty of Arts and Science. The final exam will have both fact- and essay-based components. It is designed to test both the factual knowledge you have accumulated in this course and your ability to formulate an argument on a new prompt. The final exam is cumulative.

3.6 Participation: Regular attendance and active participation in tutorials is mandatory. 15% of the grade will be assessed based on the frequency of your attendance at tutorials and the quality of your engagement. Participation grades are the sole discretion of your TA.

3.7 What must I do to succeed in this course? The most important indicator for academic success in this course is completing the assigned readings and attending lectures and tutorials on a regular basis. This involves not only showing up, but also preparing for lecture and tutorial by taking and reviewing notes on the texts and lectures, bringing the readings with you, and actively participating by asking questions and discussing the texts in tutorials. Strive to do the following every week:

- (a) Complete assigned readings
- (b) Take notes and prepare questions on the assigned readings
- (c) Attend lecture
- (d) Attend and participate in tutorials

## **-Part Four: Course Policies-**

4.1 Extensions: The instructors and TAs reserve the right to request documentation verifying the reason for an extension. Extension requests must contain a proposed deadline.

- (a) **Timeliness**: Extensions must be requested at least 24 hours before the assignment for which the extension is requested becomes due. Requests made after the deadline has passed will be summarily denied except in the case of an emergency.
- (b) **Length**: Requests for an extension of 7 or fewer days (including Accessibility Extensions) must be directed to your TA, *not* your course instructors. Extensions exceeding 7 days in length may only be requested from the course instructors, *not* your TAs; these requests will only be approved in documented and exceptional situations. Under no circumstances will open-ended extensions be granted.
- (c) **Policy**: Except insofar as the above rules apply, your TA's decision on whether or not to grant a short extension is final, and will not be overturned by the instructors.

4.2 Lateness and Length Penalties: The following penalties will be applied automatically to any papers that incur them. They will not be remitted except where the instructors find compelling and exceptional reasons to do so.

- (a) **Late Penalties**: Unexcused late assignments will be penalized at a rate of 3% per day, including weekends and holidays. Penalties will accrue immediately once the deadline has passed.
- (b) **Length Penalties**: Assignments exceeding the maximum length by more than 100 words will be penalized at 5%, with an extra 3% per 10 words or portion thereof. Citations, bibliographies, title pages, and page numbers do not count towards your word total; quotations do.

4.3 Accessibility: This course strives to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. Please inform the instructors and your TA, in a timely manner, if you have any accessibility needs to ensure prompt accommodation. Note that the accommodations you request must be enumerated in your Letter of Accommodation. Contact your Accessibility Services advisor if you require an accommodation not listed in your letter.

4.3 Grade Appeals: Students may challenge their grade on any assignment in a timely manner. However, it must be noted that grade appeals can result in your grade being *lowered, raised, or remaining unchanged*. Appeals that do not conform to the regulations below will be disregarded.

- (a) **Time Window**: Students must wait at least 24 hours after receiving their grade to file an appeal in order that they may review and understand the comments on their paper.

However, appeals filed more than two weeks after their assignment is returned will be denied. Thus, there is a 13 day window to appeal your grade.

- (b) **Initial Step:** Students must first discuss, in civil terms, their assignment with the TA who graded their assignment before appealing. TAs may have additional requirements at this stage of the appeals process. Consult with your TA to learn more.
- (c) **Final Step:** If you are unsatisfied with the outcome of the first stage of the appeals process, you may forward your concerns to the instructors. You must submit a minimum ½-page written statement outlining the exact reason(s) for your appeal. This statement must respond to the specific feedback your TA gave you and provide **VALID** grounds for your appeal. (Note that misunderstanding the essay instructions, your past performance at university, and your career aspirations are **NOT** valid reasons for appeal.)

4.4 Attendance: All students are expected to regularly attend lectures and the tutorial section for which they have signed up. By choosing a tutorial section you are agreeing to attend the section at the time and location listed.

- (a) **Lecture:** Lecture attendance will be presumed, but no attendance will be taken. However, if the instructors determine that lecture attendance has fallen below acceptable levels, they reserve the right to take such measures as they deem necessary to ensure attendance. If you miss a lecture you are personally responsible for catching up.
- (b) **Tutorial:** Tutorial attendance is mandatory and recorded. Your TA has *sole discretion* in determining if, when, and how many absences will be excused. Your TA has the right to require you to give a valid and documented reason to have an absence excused. Consult with your TA about their attendance policy. Your TA is **NOT** required to help you or provide opportunities to make up for missed tutorials.

4.5 Communication: Important information regarding course affairs, including but not limited to assignments, lecture, readings, and announcements will be communicated to students via Quercus and, potentially, email. It is students' responsibility to regularly check—i.e. at least once a day—Quercus and their email. Likewise, the course instructors and TAs will do our utmost to respond to messages as soon as possible, but a response in less than *48 hours may not be possible during the week*. Emails sent during weekends, holidays, and outside of regular business hours will not receive an immediate answer. **Students should check posted materials, including this syllabus thoroughly before emailing the instructors with questions.** If you email asking for information that is contained in this syllabus, you will be directed to read the syllabus. When emailing the course instructors or your TAs, please include your first name, your last name, the course number, and the tutorial in which you are enrolled.



## -Part Five: Academic Integrity-

5.1 Original: Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website (<https://uoft.me/pdt-faq>).

5.2 Plagiarism: This course will not tolerate any infractions to the University's Academic Integrity guidelines. Instructors and TAs will handle cases of academic misconduct with the *utmost rigour and severity*. As such, all cases of suspected plagiarism will be reported to the Dean of Academic Integrity.

- (a) **Penalties**: Punishments for plagiarism, up to and including expulsion, are assessed at the University level. However, we wish to stress that plagiarism can ruin your academic career and preclude you from pursuing your chosen career path.
- (b) **Citations**: Failure to provide adequate citations in submitted work constitutes an academic offence. You are required to provide citations for **ALL** textual references, this includes paraphrases as well as quotations.
- (c) **Sources**: No secondary sources are to be used for *any* assignments in this class. However, if you do use one, you are required to cite it. Failure to do so is plagiarism and will be treated as such. Use of any AI tools to generate text for assignments in this class will be construed as plagiarism.
- (d) **Group work**: Group work on essay assignments is strongly discouraged.

If you are unsure of how to avoid plagiarizing, please consult the following guide:

<https://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/>.

5.3 Generative AI: The use of generative artificial intelligence (e.g., chatGPT) is not entirely prohibited at the University of Toronto if used carefully; however, it is strictly prohibited in this course. AI is not a legitimate source of information in this class; there is no valid reason to use it. Further, failing to cite this source when its output is used in assignments **constitutes academic dishonesty**. Generative artificial intelligence platforms typically produce fake citations in their output. Using fake citations in an assignment also **constitutes academic dishonesty**. If we find evidence that generative AI was used in any assignment for this class, we will consider it an academic offense. No exceptions.

## **-Part Six: Student Resources-**

To rely on the assistance of others is to be human. If you need help, please reach out. Here is a list of useful resources.

### **6.1 Writing Advice Resources:**

- UofT Writing Centers: <https://writing.utoronto.ca/writing-centres/arts-and-science/>
- UofT Writing Advice Files: <https://advice.writing.utoronto.ca/student-pdfs/>
- English Language Learning Support:  
<https://www.artsci.utoronto.ca/current/academic-advising-and-support/english-language-learning>
- Chicago Style Citation Guide:  
[https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html)
- UofT Library Search: <https://onereach.library.utoronto.ca/>

### **6.2 Student Support Resources:**

- UofT Safety & Support Website: <https://safety.utoronto.ca/>
- Health & Wellness Centre: <https://studentlife.utoronto.ca/department/health-wellness/>
- Free, 24hr student support at MY SSP: <https://myssp.app/ca/home>
- Mental health navigation tool: <https://prod.virtualagent.utoronto.ca/>
- Good 2 Talk Student Helpline: 1-866-925-5454
- Gerstein Crisis Centre: 416-929-5200
- The Centre for Addiction and Mental Health (CAMH): 250 College Street (walk-in)