POL 3102 MODERN POLITICAL THOUGHT II - Spring 2020  
DRAFT SYLLABUS (subject to revision given COVID19 context)  
Dr. Paul Saurette

MAIN CLASS (Adobe Connect) - Mon/Wed 09h00-12h00

Class will meet as scheduled via distance learning using the Adobe Connect website. You can access the course classroom at __________

You will need to sign in as a guest. Please make sure you sign using the same format each session: Lastname.Firstname.Last 2 digits of student #. E.g. “Saurette.Paul.25”. This will allow us to give you full credit for your attendance and participation. Please note, classes may be recorded.

Please review the tutorials at https://eclassesconnect.contactnorth.ca/help/participant and ensure that you have installed any plugins/downloads you require.

If you have any technical difficulties please connect with ContactNorth.ca technical support at support@contactnorth.ca; https://studyonline.ca/it-helpdesk or 1-888-850-4628;

ONE-ON-ONE LIVE OFFICE HOURS (Zoom)

Please sign up on the google spreadsheet (available here: _____) a minimum of 24 hrs before the meeting slot, and then sign into the zoom meeting 5 mins before your scheduled time. We will call you into the meeting when we have finished with the previous student.

Dr. Paul Saurette (Professor): Tues 12h30-13h30
Zoom Meeting Link: __________

Jocelyn Kane (TA): Thur 11h30-13h30
Zoom Meeting Link: __________

Kaleb Earl (TA): Fri 13h00-14h00
Zoom Meeting Link: __________
VOLUNTARY DISCUSSION GROUPS (Zoom)
Please sign up on the spreadsheet (available here ______) a minimum of 24 hours in advance. They will begin the second week of classes.
Kaleb Earl (TA): Friday 12h00-13h30. Zoom link here: ___________

WRITTEN COMMUNICATIONS
Please see instructions in ‘Contact and Communications’ below

OFFICIAL COURSE DESCRIPTION

Origins and development of later modern political thought (from the 19th century onwards). (PPT)

GENERAL COURSE OBJECTIVES

What is politics in modern society? What is its purpose and character – and how do concepts from modern political theory help us understand it? What type of political system should we work towards? What type of subjects must we be, or must we become, to try to realize our ideal form of politics? What other assumptions must we make to support a political vision? And how can we be certain that these assumptions are valid?

This course will attempt to help you answer these and other questions through an examination of a variety of key modern political thinkers, the debates they spark and the concepts they create. While some time will be devoted to outlining the historical evolution and context of ideas, the bulk of the course will focus on understanding and evaluating the concepts, conclusions and assumptions of various modern political thinkers.

It is important to understand and wrestle with the ideas of these thinkers not because any one of them gives us the ‘right answer’ – but rather because by understanding and challenging their perspectives, we gain a wide variety of perspectives and ideas on politics which allow us to understand, evaluate and support or challenge the politics and political choices we face today.

The objective of this course, therefore, is not only to help you understand some of the key concepts of modern political thought. The objective is equally to help you develop the skills and knowledge to critically identify, analyze and evaluate the options, assumptions and conclusions of contemporary political positions.

In particular, the course aims to help you develop the ability to:
• Understand a wide variety of perspectives on the meaning and nature of politics
• Identify assumptions, analyze their validity and construct compelling counter-positions
• Critically apply the insights of political thought to current issues and synthetically formulate your own positions
• Effectively and compellingly communicate analytical and normative positions in small and large group settings
NOTES RE COVID-19 DISTANCE LEARNING

• Obviously, this course is being conducted under very unusual circumstances.
• The COVID-19 protocols in place (both at the university and across/beyond Canada) and the fact that this course is being taught this term as a ‘distance learning’ course impacts almost everything about the course – from format to content.
• Given this, we will all need to adapt expectations and practices in many ways.
• First, we will all need to recognize that there may be some slight revisions to the course and its requirements if it turns out that not all of the elements we planned are amenable to the distance learning format. So, parts of this syllabus are more like a provisional roadmap rather than something absolutely written in stone.
• Second, I think we all need to be very aware of the distinct challenges and opportunities that a ‘Distance Learning’ model presents.
• In some ways, it might seem like the distance learning model will require less effort from you. You don’t need to physically come to class; you can submit your assignments online without having to print them out/drop them off; you might think that you can multi-task doing other things while ‘in class’, etc, etc.
• I suspect, however, that if you really want to really maximize your learning and performance in the course, it will require significantly more energy and discipline (or at least different kinds) from you than a traditional face-to-face course. For example:
  o Motivation: Motivation can always be challenging. But I suspect that in our context (e.g. almost everyone has a lot of additional concerns/ issues/ considerations above and beyond the normal amount; we will be going into a third and fourth month of social distancing; etc), finding the motivation to buckle down on our courses might be extra challenging. Having even just a bit of live face to face time in the classroom (especially with your peers) can provide a surprising amount of energy and motivation…and you might be surprised by the impact of losing these moments.
  o Responsibility for learning: In contrast to many 1st and 2nd year courses, by your 3rd and 4th year, most of your classes are designed in such a way that the bulk of the learning takes place autonomously - e.g. while you are reading, analyzing and synthesizing the texts; producing your written assignments; critically engaging with lectures; class and small group discussions; etc. This will be even truer for 3rd and 4th year classes in a distance learning format. In this context, you will need to take even more responsibility for your own learning.
  o Difficulty of concentration: One of the reasons that I believe in-person classes remain so important, even in our online age, is because it gives us spaces in which we can switch off our devices and all of the distractions they offer, and hone the absolutely vital skill of concentration (a skill that is vital both for having a successful learning experience in this course, but also for life in general). Carving out spaces of intensive concentration (while in class, doing your readings, working on your syntheses and other written assignments) at home will no doubt be much more challenging, for a variety of reasons.
  o Content: The content for the course this term is slightly abridged – e.g. the number of readings have been reduced, the lectures will be condensed, the assignments have revised/reduced. While it means that you will be required to do a little less work (justifiable under current circumstances), however, it also means that there is less ‘flex’ room. Lectures will be focused on absolutely key elements and will be more like a firehose than a garden hose. The back and forth exchanges and small group discussions that
normally happen organically in class will have to be much more structured and focused. Each individual assignment counts for more. Etc, etc.

- Techno problems: no doubt there will be both a significant learning curve for all of us in terms of how the various pieces of software work, as well as a variety of techno mishaps and problems due to the demands of internet streaming, etc, etc. We’ll have to become skilled at quickly problem solving these together.

- It is also important to remember that the distance-learning model might also offer some positive opportunities – for example, offering many ways to participate in lectures – and try to take advantage of them. But it will still likely require more discipline and focus from us in order to truly benefit from them.

4. Given all of that, we have done our best to build a course that minimizes the challenges, maximizes the opportunities, and makes it as stimulating, productive and successful learning experience as possible. For example,

- We will have slightly shorter lectures than normal, with frequent shifts of format (eg Q+A, small group discussions) and breaks to allow us to spend a few minutes away from the screen and then refocus. We will also have some dedicated time at the beginning and end of each class to discuss any logistical questions students might have.

- During lectures, there will be many ways to engage and show participation. For instance, we will have chat functions, a virtual whiteboard, and virtual small group breakouts.

- We have also revised and abridged the content, the set of assignments, and the schedule, in ways that should make the course easier to complete even in light of the various additional challenges students may face given the larger context.

- Moreover, in recognition of the challenges posed by distance learning, the Faculty of Social Science has also accorded additional TA hours to this course. So, there will be a (TA) instructor, in addition to the prof, who will engage with students simultaneously during class, as well as offering additional office hours and (possibly) additional voluntary discussion groups.

5. So, all in all, we are optimistic that despite the external context (and the fact that the course will require significant effort from everyone involved), we should be able to have a very stimulating course and learn a lot this semester!

NOTES RE COVID-19 PERSONAL AND MEDICAL EMERGENCIES

- I have provided detailed information about the U of O guidelines regarding authorized (and unauthorized) absences and late submission in the ‘Submission Logistics; Evaluation Policies; Late/Extension Policies’ section later in the syllabus. Please read them very carefully.

- Given the COVID-19 context, and the fact that it is quite possible that there will be more personal/medical emergencies than normal, however, I want to underline two things here:

- First, we have tried to plan for this eventuality by building in the maximum amount of flexibility possible into the course design and its modes of evaluation (for example, requiring critical syntheses to be submitted; a much longer time period for the take-home exam; a reflection journal that you prepare on your own time; additional ways to demonstrate participation even if you have to miss class; potential bonus marks available to recognize outstanding and consistent attendance/participation/reflection). The goal of all of this is to create multiple paths to successful completion (and even to excel) in the class which would allow students who face challenging circumstances to complete and excel in the course even in light of their context. So, hopefully this will help many of you be successful in the course without needing additional extensions/etc.

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• Second, however, in certain cases, some students will no doubt face circumstances that will make it difficult to complete/excel in the course despite our best attempts to reduce the workload and inject maximal flexibility into the schedule. As such, if you are facing these sorts of circumstances, please be very proactive, read the processes we’ve outlined later in the syllabus, and contact me immediately (I can’t help you if you don’t inform me). I will listen closely to your circumstance and then work with you to find fair solutions (both to student in light of their circumstances, and all the rest of the students in the class).

CONTACT AND COMMUNICATIONS

• Given the distance-learning component of this course, we will all need to be very pro-active and intentional with our communications and interactions to make sure it is as efficient, effective and engaging as possible. This is particularly important not only since the course will be distance-learning, but also because we will have to use multiple different software platforms to interact.
• As such, although it probably will feel a bit overstructured, please read the following carefully. Knowing all of the avenues and opportunities for contact and communication – and maximizing the opportunities you have – will be crucial to making sure you have the best learning experience possible in this course.
• Note: Information about the process to request an extension/accommodation for reasons of a documented personal/health emergency (for any component of the course), is found later in the syllabus (section

Basic Course Information and Real-Time Updates

• Brightspace will be the central up-to-date information hub for the course.
• You will find the syllabus there, submit all your assignments through it, receive all written group communications and updates from the professors and TAs there, and more.
• So please, sign in and consult the Brightspace site for this course consistently – and pay particular attention to any announcements, etc. It will make life easier for everyone.
• Please note:
  o You will be responsible for all information conveyed in each format, even if you are not present
  o You will be responsible for all information conveyed through email and Brightspace announcements. Please read them carefully.
  o We will also often announce and reiterate a variety of important logistical information live in classes, not all of which will be necessarily announced on Brightspace. As such, please attend class consistently, and check with colleagues about whether you missed any logistical information if you were not able to attend a class.

Live Contact

• We strongly believe that live interaction with your fellow students, the professor and the TAs is one of the most efficient, effective and valuable parts of the learning experience of any university course – and particularly upper year ones.
• In our experience, live discussions are by far the best and most efficient way to interact.
  o This is absolutely true for intellectual ones: live back-and-forth conversations tend to be much richer, more wide-ranging and spontaneous – which allows for a much deeper and creative exploration of the issues
It is also usually true for logistical questions as well. First off, given our processes, you will almost always be able to get your question answered faster by connecting with us live rather than via written communications (see below for details).

Moreover, it is much easier and more efficient to respond to, and problem solve around, logistical issues live.

Obviously, there are exceptions to this rule – particularly in the case of extremely urgent logistical/emergency issues (see below); a situation where it is not feasible/desirable to talk live; sensitive issues you would like to communicate by writing rather than live; etc.

However, for the vast majority of cases, live contact is much preferable.

- We therefore strongly encourage you to make the effort to connect live – both in group and one-on-one settings – with your fellow students and the professor and TAs.
  - There may never be as much time as we would like – and it might be a bit more work to connect virtually than if we were in person. But we would like to nevertheless stress how important this element is and, again, encourage you as strongly as possible to take advantage of the many opportunities you will still have to connect with the rest of the class.

- Thus, while there will obviously be no in-person contact, there will be a variety of ways to connect one-on-one with your fellow classmates and the professor.

**Peer Contact**
- There will be a variety of official channels through which you can connect with fellow students, including, for example
  - AdobeConnect chat functions before, during and after class
  - Small group breakouts in class
  - Additional (voluntary) group discussion meetings
  - Brightspace messaging
  - Extracurricular groups set up by students themselves

**Professor/TA Contact – Live (for all issues)**
- You will be able to connect with the professor and TA in class through a variety of methods
- You will also have many opportunities to connect with the professor and TA outside of class as well. In fact, you will be able talk with the professor and/or one of the TAs every day of the week.
- For logistical questions (clarifications about syllabus issues/assignments/etc; technical difficulties; etc), we will open the adobe connect classroom 10 mins before class (both Monday and Wed) and you will have 15 mins before lecture starts to pose logistical questions. These ‘logistical office hours’ are your chance to get those type of questions answered quickly and efficiently.
  - Please do not use the chat pod for this. Instead use the the Q+A pod (it is a much more efficient way of responding directly to questions since questions and answers often get detached and then lost in the flow of the chat). Please start your question with LOGISTICS - PUBLIC for a question we can answer and share with class, or LOGISTICS - PRIVATE if you want something only sent to you. That said, if your question is of a very sensitive nature, you are free to use private chat. You just may have to wait a little while for a response.
  - Please also note that as of 9:10, I will ask that the TAs stop responding to logistical questions (other than those regarding immediate issues concerning the live class) so that we can focus on the task at hand. As we have all learned, very pro-active attention management is critical to successful distance learning. And there are simply too many other things to which the TAs need to pay attention to be able to handle logistical questions as well. So, if you have logistical questions, make sure you show up right at 8:50
and pose your questions immediately...and please be patient re response...it may take us some time to respond.

- The professor will also have **individually scheduled** office hours on Tuesday, primarily for intellectual conversations (e.g. discussion of course material and feedback on assignments). Please see the instructions at the top of the syllabus and complete the sign-up sheets at least 24hrs in advance of any meeting.

- The TAs will also have **individually scheduled** office hours on Thursday and Friday (primarily for intellectual discussion of course material and feedback on assignments). Please see the instructions at the top of the syllabus and complete the sign-up sheets at least 24hrs in advance of any meeting.

- You will also have an opportunity to engage with the TA and your fellow classmates during discussion groups every Friday.

- As such, we strongly encourage you to make use of these opportunities and take the time to speak to us!

- **NOTE:** Please treat scheduled office hours and discussion groups with the same respect you would accord any other scheduled professional meeting - in particular in terms of booking meetings, altering them and attending them.

- We've asked that you sign up at least 24 hrs before office hours - and we use this to schedule our own working time. Therefore, please make sure you attend any meetings you have booked. If you fail to connect (unless you inform us of any real-time tech difficulties via email before/at the scheduled meeting time), it is the same thing as if you had a scheduled meeting in person and failed to show up. Without a good reason, it is unprofessional and treats our time as disposable and unimportant.

- The same goes for arriving late. We ask that you sign into Zoom 5 mins early, and we will do our best to stay on schedule (having you arrive 5 mins early allows us to do this in real time). If you show up late, it is the same thing as showing up late to a scheduled meeting. And in practical terms, it may very well mean that we are not able to squeeze you in. So, please be punctual, just as you would be in person.

- As a reflection of the above, please note that just as we will give you participation credit for coming to discuss content issues during office hours, we will also note missed appointments and take that into consideration in the final participation mark determination.

- To avoid this, while you are welcome to sign up well in advance, please make sure that you make any changes/revisions to the sign-up sheet 24hrs in advance.

- Where it is impossible to respect this 24hr notice window (e.g. you have a last minute emergency that means you only find out you can't make a meeting 2 hrs beforehand) please delete your name as soon as you can before the meeting and send us an email explaining why.

**Professor/TA Contact – Written Communications (primarily for fairly-urgent logistical issues)**

- We will reserve written communication (outside of class) almost exclusively for fairly urgent (or sensitive) logistical questions/information (e.g. inform us of excused absence, etc). Please do not use it for intellectual questions/comments, or for non-urgent logistical issues that you can pose in class or discuss live one-on-one with the Professor or TA during office hours.

- Moreover, managing the flow of communication, requests, etc is very complex in the online environment, with multiple instructors and modes of contact. As such, we need to establish very
clear written communication protocols to ensure that it is as efficient and effective as possible
(and ensure that none of your requests fall through the cracks).
• As such, we have identified Jocelyn Kane as the primary instructor responsible for written
communication. She has my full confidence and she will be able to resolve the vast majority of
your issues. If it is something that requires my attention, she will discuss it with me, we’ll make a
decision, and then Jocelyn will communicate the results back to you.
• Therefore, please route all written email communication through the teaching assistant Jocelyn
Kane at JKane025@uottawa.ca and put me (saurette@uottawa.ca) and Kaleb
(Kearl094@uottawa.ca) in cc.
• Please put “POL3102” as the first part of the subject line, and then the topic. Please put ‘URGENT’
after ‘POL3102’ if your issue requires immediate attention.
• Please note: To ensure the continuity and integrity of our communications protocol, I will almost
always let Jocelyn respond, other than in truly exceptional circumstances.
• That said, if it is a sensitive matter that you only want to discuss with me as the professor, you are
obviously welcome to either come talk to me during office hours (best option) or contact me
directly via email and note you are contacting me alone for a specific reason.
• For emergencies, please see the section below.
• Please also note that the professor and the TA will read and respond to messages only at specified
times during the working week. As such:
  o Do not expect that we will receive or answer on the weekends. We will not be monitoring
    work email over the weekend. That means from 16h30 Friday afternoon to 09h00 Monday
    morning
  o We will do our best to respond to your message within 2 working days from official receipt.
    Please note, however:
    ▪ 2 working days starts from the first receivable working hours after they are sent. So, if you email us on Friday at 17h00, it will be considered to have been officially received as of Monday 09h00, meaning that we will aim to respond by Wednesday 09h00. It also means if you email us at noon Thursday, for example, we will aim to respond before Monday at noon.
    ▪ Please also note that we might not always be able to respond within 48 hrs. We might need to discuss the issue between the profs and TA – and that might take us longer than 48 hrs. Moreover, given the current COVID-19 context and the higher than normal enrollment numbers, there might be other circumstances that will make it impossible to respond within 48 hrs.
    ▪ Given all that, if it is possible to do so, it is almost always more efficient to connect
      with us live before/after class and/or during office hours (one of which we have
every day of the week).
• If you haven’t heard back from us in 48 hrs, however, please follow up again. We won’t take
offense, and it will make sure that nothing falls through the cracks...

The best route to getting answers for straightforward logistical questions
• If your question is primarily a straightforward logistical one (e.g. when an assignment is due, other
  information about how the class runs, etc) – follow this order:
  o Start by checking Brightspace announcements on Brightspace and re-reading the syllabus
    and/or your notes from class (especially the intro class) – the answer is probably there.
  o If it isn’t, the next step is to reach out to a classmate/post a question on the chat pod
    before class. They’ll probably be able to help.
If neither of those work, contact the TA – ideally live during the ‘logistical’ office hours just before class via the Q+A pod (see above). If they don’t know the answer, they will touch base with me and then get back to you.

Obviously, of course, if your logistical question is of a sensitive/private nature, or it concerns intellectual questions, you are always welcome to come straight to the professor.

**Emergency/Urgent situations**

- If you need to get a hold of us very urgently, please send us all messages in all three formats: an email to our official uOttawa emails, a phone message on my office number – 613 562 5800 x1711, as well as contacting us live during office hours (there are available office hours virtually every day of the week).
- Make sure you note in the subject heading that this is very urgent (e.g. POL3102 EMERGENCY/URGENT). Please also indicate in your email how you would prefer that we contact you (email, phone, etc)
- In that case we will do our best to get back to you ASAP.
## CLASS SCHEDULE AND READINGS (all readings are on Brightspace)

<table>
<thead>
<tr>
<th>Date</th>
<th>Theme</th>
<th>Readings</th>
<th>Written Assignments</th>
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<tbody>
<tr>
<td>May 4, 6</td>
<td>Introduction –</td>
<td>• Constant, “Liberty of the Ancients compared with that of the Moderns”</td>
<td>Read Constant for May 6. Reflection journal.</td>
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<tr>
<td>May 11, 13,</td>
<td>Power and Capitalism</td>
<td>• Wood, <em>Democracy Against Capitalism</em>, Ch. 1</td>
<td>Synthesis 1: Marx/Wood, 09h00 May 11</td>
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<tr>
<td>May 18</td>
<td>VICTORIA DAY</td>
<td>NO CLASS</td>
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<td>May 20</td>
<td>Power and the Culture Industries</td>
<td>• Adorno and Horkheimer, <em>Dialectic of Enlightenment</em>, &quot;The Culture Industry&quot;, p. 120-168.</td>
<td>Synthesis 2: Adorno and Horkheimer, 09h00 May 20</td>
</tr>
<tr>
<td>May 25, 27, June 1</td>
<td>Power and Identity</td>
<td>• William Connolly, <em>Identity\Difference</em>, p. ix-xi, 1-15</td>
<td>Synthesis 3: Connolly/Nietzsche/Foucault, 09h00 May 25</td>
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<td>• Nietzsche, <em>Genealogy of Morals</em>, Book I: 3, 10,13,14; Book II: 16; Book III: 13, 23, 24</td>
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<td>• Foucault, <em>Power/Knowledge</em>, “Two Lectures”, p. 78-109</td>
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<tr>
<td>June 3,8</td>
<td>Power and Gender</td>
<td>• Mary Wollstonecraft, <em>Vindication of the Rights of Women</em>, selected readings</td>
<td>Synthesis 4: Wollstonecraft/Lorde/hooks, 09h00 Jun 3 AND</td>
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<td>• Audre Lorde, “The uses of Anger”, “An Open Letter to Mary Daly”</td>
<td>Mid-Point Reflection Journal, 09h00 June 3</td>
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<td></td>
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<td>• Killing Us Softly IV (documentary)</td>
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<td>• Tough Guise II (documentary)</td>
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<td>June 10</td>
<td>Power and Liberalism revisited</td>
<td>• Will Kymlicka, <em>Politics in the Vernacular</em>, Ch. 1, Ch. 2</td>
<td>Synthesis 5: Connolly/Kymlicka, 09h00 June 10 (Note: Final take home exam posted on June 10)</td>
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<td>• William Connolly, <em>Why I’m Not a Secularist</em>, Ch. 6, p. 137-161</td>
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<tr>
<td>Jun 13 Sat</td>
<td>Replacement class</td>
<td>NO CLASS – work on (i) final entries in reflection journal and (ii) Take Home Exam</td>
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<td>June 18</td>
<td>Final Take-Home Exam</td>
<td>• Final exam questions on Brightspace June 10</td>
<td>Final exam/reflection journal, due 23h59 June 18</td>
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<td>• Final exam due on Brightspace by 23h59 June 18</td>
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ASSIGNMENTS AND ASSESSMENT METHODS

Note: Please refer to the end of this section for important information regarding the timing of evaluations, late submissions and penalties in general, and in particular regarding the critical syntheses and final exam.

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<thead>
<tr>
<th>Evaluation format</th>
<th>Weight</th>
<th>Date</th>
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<tbody>
<tr>
<td>I. Class Attendance + Participation</td>
<td>20% (+ 10% potential bonus)</td>
<td>Throughout class</td>
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<tr>
<td>II. Critical Syntheses</td>
<td>40%</td>
<td>May 11, 20, 25, June 3, 10</td>
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<tr>
<td>III. Reflection Journal</td>
<td>10% (+ 5% potential bonus)</td>
<td>June 3, 18</td>
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<tr>
<td>IV. Final take Home Exam</td>
<td>30%</td>
<td>June 18</td>
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I – Class Attendance + Participation: 20% (+ 10% potential bonus)

- One of the core pedagogical commitments of this course is the idea that give-and-take dialogue, in real time, is essential for really learning the course material and making it your own.
- As such, although course enrollment is larger than normal and we may face some technical challenges with the distance learning aspect of class, consistent class attendance and active participation (taking into account the technical limitations posed by the online environment) will be crucial to ensuring that you understand and retain the knowledge taught in this course.

Class Attendance (10% + 5% potential bonus)

- Attendance will therefore be taken each class. It will be based on both the sign in/sign out time from Adobe Connect and multiple live attendance rollcalls taken at random during each class.
- If a student is actively present throughout class, s/he will be accorded full marks for attendance for that class. If s/he is actively present for part of the class, s/he will be accorded partial marks for attendance for that class. If a student is absent (other than for absences for reasons of documented personal/health emergencies), s/he will be accorded a 0 for that class.
- If a student receives full attendance marks for every class throughout the term, s/he may also receive an additional bonus mark of up to 5% extra.

Class Participation: (10% + 5% potential bonus)

- Participation is especially important for this class since its main objective is to improve students’ ability to analyze and evaluate key theoretical political concepts and their practical implications. As such, students are expected to engage during the course in a variety of ways to, for example, identify key themes and issues, evaluate the authors’ positions/reasoning/logic, ask and answer questions from classmates and the professor, etc
- Normally, this takes place in person – during class lectures and small group discussions, and through one-on-one interaction with the professor and TA (office hours, conversations before/after class).
- Clearly – the distance-learning nature of this term will make all that a little different.
- Moreover, I suspect that we will experiment with a number of different methods of optimizing student engagement during class before landing on those that work the best.
- However, our plan is definitely to give students a wide variety of opportunities to actively participate in the course in several different formats. In fact, students may actually have more ways to show participation in this model. For example, students will be able to actively participate through a variety of the following methods:
• Q+A periods during lectures
  - Students will be encouraged to add questions/comments to the chat pod; Q+A pod and/or Whiteboard throughout lectures; during mid-lecture Q+A periods, the profs and TA’s will pick several questions/comments to discuss further/respond to

• Chat and Q+A pod commentary during class
  - Students will be able to engage the professor, each other and the TA’s in structured, real-time discussion throughout the lecture using the chat function

• Polls
  - The professor will periodically use the poll function to canvas the student’s opinions…and then often follow up with a more qualitative discussion of the outcome using some of the other methods outlined above

• Small group breakout sessions during class
  - At some point during most classes, students will be broken up into small (usually 5-10 person, but sometimes larger) breakout groups to discuss a particular question/theme, after which groups will be invited to report back to the full class.

• Additional voluntary discussion group meetings (weekly)
  - The aim of these meetings is to give students another opportunity to connect with an instructor and dive deeper into any of the intellectual content of the course.
  - As such, there will be one additional, purely voluntary, and entirely student-led 1.5hr “discussion group” held each week on Zoom where students, together with a TA, will discuss any issue/question related to the intellectual content of the course.
  - There will be no set agenda or theme, nor do the discussions need to focus on the readings of that week. Rather, the group will discuss whatever questions and issues the students who are present want to raise. The only criterion is that they are related to the intellectual content of the class. The TA will facilitate these discussions and clarify/add their perspective when appropriate. But the TA will not bring questions/themes themselves. This will be the student’s chance to focus on exactly what they are interested in.

• Discussions with TA/prof during office hours
  - We are offering substantial extra-class contact hours this term. You will be able to connect, live and one-on-one, with one of us every day of the week.
  - While we would like to reserve the office hours before class primarily for logistical issues, that still leaves three other sets of weekly office hours to chat with one of us.

• So, all told, we feel confident that you will have many different opportunities to participate in class and engage fully with the material.

• Please see the appendix for an outline of some of the norms and protocols we will likely use to structure class participation.

• In terms of the general principles of evaluation of participation:
  - Given the variety of factors that might impact a given student’s ability to participate fully and consistently through any one of these methods (and to ensure that the professor can be as flexible as possible accommodating students’ specific situations), participation will be evaluated holistically, in multiple ways.
  - That is to say, the participation mark will be based on the sum total of a student’s participation through all of the above (and other) methods – meaning that it is possible for students to successfully satisfy their participation mark without engaging in all of those fora, every class.
In general, here are some examples of the type of questions that will be posed about a student’s participation to determine their mark:

- Did the student remain strongly focused during the class and did s/he seek to actively listen/process/integrate the ideas during class lectures/discussions?
- Did the student participate in class discussion (e.g. through live questions/comments; through the chat/Q+A pod functions; during in-class breakouts and debriefing; during voluntary discussion groups)?
- Did the student demonstrate significant and insightful knowledge regarding class material (has s/he been able to consistently answer questions about the readings in class, pose thoughtful questions in/outside of class, demonstrated that s/he has attempted to connect the themes/ideas of class to the contemporary world, etc)?
- Did the student enhance the learning environment by participating respectfully in discussions with her/his colleagues?

In terms of the mechanics of the evaluation of participation: how are we going to actually evaluate participation?

- We have put in place a rigorous and systematic method to track and recognize class participation and we are going to use multiple methods to triangulate your final participation grade.
- First, in each class, the professor and TAs will track and record participation – including verbal questions/comments; discussion using the chat pod and Q+A pod; discussions in, and debrief presentations of, breakout groups; etc.
- Second, at the end of each class, you will be asked to log into Brightspace and fill out the ‘Class Participation Self-Evaluation’ questionnaire for the relevant class. It will ask you to holistically self-evaluate your participation based on a detailed rubric. This will allow you to give us an idea of where you think your participation each class falls on the scale and will help triangulate against our own observations.
- Third, each week, the professor and the TA’s will also note any participation that students demonstrated outside of class (e.g. participation in voluntary discussion group meetings, intellectual exchanges during office hours, etc). These will be consulted at the end of the term and be considered accordingly when setting of your final participation mark.
- Fourth, you will also complete a final ‘overall attendance and participation’ self-evaluation questionnaire in Brightspace as part of your final assignments.
- We will then evaluate and take all of these into consideration when establishing your overall final participation mark.
- Please note: We will only grade your participation formally only at the end of the term. However, you are welcome to discuss your participation mark with us during office hours at any time during the term if you have any concerns, questions or would like some suggestions about how to participate more actively.
- Please note: If it is judged that a student has consistently (i.e. in every class) participated at an exceptional level throughout the term, s/he may also receive an additional bonus mark of up to 5% extra.

II – Critical Syntheses: 40%

- A significant part of what courses in political thought teach you is the ability to understand, unpack and evaluate the arguments and logic used to put forward and defend various positions. And one of the classic ways we practice this is through carefully reading texts – and then reconstructing and evaluating their core arguments. As such, this course requires you to invest
significant time and energy reading primary texts by modern political philosophers, and then reconstructing and evaluating their arguments.

- If consistent class attendance and participation is essential to successfully completing this course, then, equally important is to have thoroughly read the primary texts and thought critically about the ideas prior to the classes in which we discuss them.
- While some of you may be used to lecture courses where you can show up and follow along without having read the material, that is not the case in this course. Simply put, you will not be able to fully participate, nor follow the lectures and discussions, without having put in the time and effort to both closely read the texts, and also critically reflect on those readings, before class.

**Critical Syntheses**

- We all know how challenging it is to find time to do this type of reading and reflection, particularly now given the larger context. As such, to help you prioritize this crucial component of the coursework – and give you appropriate credit for it - students will be required to submit critical syntheses (length of each = 2-3 pages single spaced) of the readings of the course (as indicated on the class schedule).
- These will help you to learn to engage with and integrate the material in your own way, ensure that you come to the classes well prepared and are able to participate fully, and help you develop the key skills that this course seeks to cultivate. You will also find that these syntheses will serve as important study aids for the final assignment.
- As such, while you may initially feel that they are a lot of work, I hope that you – like almost all previous students who have done them with me – will come to see them as both fair (since they make up a very significant part of the overall coursework) and valuable (in terms of the content and skills they help you develop).
- You can find an abridged (i.e. shorter) example version of a critical synthesis at the end of this syllabus. As you can see, I request that you divide your syntheses into four sections:
  - I - The main questions, theses and/or argument of the reading and how they compare/relate to the main themes of the course and those of other readings/authors (from this class and/or others you have taken)
  - II - The main concepts (what they are, what they mean, how they are used) used by the author to forward their position/analysis – and how they compare/relate to those of other readings/authors
  - III – The main evidence provided by the author to substantiate their position/analysis – and how they compare/relate to those of other readings/authors
  - IV – Strengths/weaknesses of the readings, practical applications and implications, additional questions/comments you have, comparisons to other thinkers, etc

- Each synthesis will be given a letter grade based on the following criteria:
  - Does it clearly show evidence of having completed the reading?
  - Does it clearly show evidence of having thought critically and synthetically about the reading?
  - Does it identify most of the main questions/theses/etc of the reading?
  - Does it outline and explore the main concepts of the readings?
  - Does it outline the main types of evidence of the readings?
  - Does it thoughtfully evaluate the potential strengths and the weaknesses of the reading and reflect on additional interesting and insightful issues/questions related to the readings and the themes of the class?
• Please note:
  o Students are required to hand in four (4) out of the possible five (5) syntheses. If you hand in 4 syntheses, your overall mark will be the average of the 4 individual syntheses.
  o Students can instead choose to hand in all five (5) syntheses (each by their due date). In this case, the overall critical syntheses mark will be the average of the highest four (4) syntheses.
  o You are strongly encouraged to submit the first three syntheses since this will allow us to give you sufficient feedback and evaluation for you to learn and improve early in the course, and will provide you with the required 30% of your grade before the course drop date.
  o All syntheses will be due as indicated on the syllabus schedule above (09h00 of the class we are scheduled to start discussing the author(s)).
  o Given the nature of the syntheses (they are to be the student’s own autonomous reflection on the readings before class lectures), late syntheses will not be accepted except for reasons of medical or personal emergencies (see detailed comments in the ‘Submission Logistics and Evaluation Policies’)
  o You will receive your grade and feedback on each synthesis through Brightspace. It will automatically be available to you once we finalize and publish it – something we do once we have marked and double-checked all of the syntheses for that date.
  o Note: How Brightspace Gradebook portrays your ‘best 4 out of 5’ syntheses:
    ▪ FYI – Brightspace will automatically calculate your final overall synthesis mark by taking the top 4 marks out of the 5 possible syntheses.
    ▪ If you complete 5 syntheses, it means you’ll receive 5 individual marks, but the overall synthesis mark will be the average of the top 4 only.
    ▪ If, however, you complete only the required 4 syntheses, the system will likely show a 0 for the one synthesis you missed. Do not worry – this is simply how Brightspace records the mark. However, please know that if you hand in 4 syntheses, the ‘0’ recorded for the 5th synthesis will not be included in your overall synthesis mark. The system will discard it and only use the 4 completed marks.
    ▪ That said, if you hand in 3 syntheses or fewer, your final overall synthesis mark will obviously include at least one (or more) 0s, reflecting the fact that you did not hand in the minimum 4 syntheses as required.

III – Reflection Journal: 10% (+ 5% potential bonus)
• Students will also be required to keep and periodically upload a ‘reflection journal’ in which they note additional thoughts and learnings on their own time.
• Examples of things you might include in the journal:
  o Additional questions/comments/thoughts you have over the course of doing the readings or while attending class and group discussions;
  o Prepared questions/comments for office hours interactions;
  o Reflections on the course, its themes, connections to other courses/thinkers and how these apply to the larger world,
  o Anything else relevant that comes to you at any time during the semester,
• A reflection journal is quite useful for deepening your learning in the course, developing the crucial analytic, synthetic and evaluative skills this course seeks to cultivate, and for preparing you for the final assignment. But it is most valuable if it is something that you contribute regularly.
• Given that, you are expected to invest time and effort into the reflection journal throughout the term and we strongly encourage you to contribute to your journal regularly (e.g. several times a week at least) and upload the most recent version of your reflection journal at least once a week (each version should include all of the previous entries, plus your new ones).

• We will give you formal feedback on your reflection journal twice during the semester – once after the mid-point journal is due at 09h00, June 3 (which will represent 60% of the reflection journal mark) and once after the final journal is due at 23h59 June 18\textsuperscript{th} (which will represent 40% of the total reflection journal mark.)

• This does not mean, however, that these are the only moments that we will be evaluating your journal. Quite the opposite, in fact. Even though you will receive overall feedback on your journals following those two dates, we will be reading the various uploaded versions of your journal throughout the term, evaluating its content, and noting its progress. The degree to which you have consistently contributed to your journal will be therefore be reflected in your grade.

• If you do not regularly and consistently contribute to your reflection journal, it will be reflected in a lower overall reflection journal mark. On the other hand, there will also be 5% bonus marks available to recognize students who have consistently engaged, at a high level, with their reflection journal throughout the semester.

• Even though we will be officially grading the assignment on two dates, we will be reading the various uploaded versions of your journal over the course of the term (each of which will include all of the previously submitted entries plus your new ones) and keeping noting its progress. The degree to which you have consistently contributed to your journal will be therefore be reflected in your grade.

• Furthermore, those journals whose weekly uploaded versions show regular sustained effort throughout the term and consistent entries week by week, will be eligible to have up to 5% bonus marks added to their final overall mark.

• Note: While we would also highly encourage you to reflect broadly in your reflection journal – developing ongoing themes and ideas between authors and topics – we would ask that you organize your entries chronologically by date so that it is accessible and clear to the TA/prof.

• Note: You will receive your grade and feedback through Brightspace – both will become available to you automatically when we finalize and publish them.

IV – Final Take Home Exam - 30%

• Your final assignment for the class will be a take home exam that asks you to engage thoughtfully with the overall content of the class.

• Details will be given when the assignment is distributed, but broadly speaking, the take home assignment will include:
  o A short answer ‘identification’ section - graded on the degree to which the answers offered correctly identify and discuss the meaning, importance and relative relevance of the chosen quotations, concepts, ideas, etc. as studied in the course.
  o A ‘reflect and apply’ section - graded on the degree to which your answers respond to the specific comparative questions posed, demonstrate a strong understanding of the concepts/ideas/authors discussed, a clear thesis, compelling logic/evidence, and a thoughtful and nuanced consideration of the key elements and perspectives at play in the issues discussed.

• Also, broadly speaking, in terms of general expectations, please note the following:
  o If the exam were ‘in-person’, it would be held as a 3-hr exam.
However, given the specific context of this term, it will be a take-home version that will likely take longer since you will probably want to consult your notes, etc.

Even so, if you have prepared well and done all the readings, syntheses and reflection during the semester, the final exam should take no more than 6 hours.

This exercise should not be viewed as a final ‘paper’ that requires the painstaking research, writing process, polishing, footnoting, bibliography, etc, normally expected of a paper. Rather, it should be viewed more like an exam in which the point is to demonstrate that you are very familiar with all the course material, that you have understood the central concepts/themes/points of each author and the overall course, and that you can apply the major concepts and their implications to broader political analysis.

That said, it should be well structured and clearly written, and convey the highest quality answer you can offer in response to the questions within those guidelines (e.g. you can consult your notes and the texts, you should aim to spend no more than 6 hours on it).

- You will have until 23h59 on June 18th to hand in the assignment.
- To ensure that everyone can complete this assignment when they feel ready to, the questions will be made available 1 week (June 10) before the assignment is due.
- **Please note:** Despite the fact that it should take no more than 6 hrs to complete under normal circumstances, please do not wait until the last minute to complete it. One reason I am giving you a week to complete it is to ensure that everyone has ample time to schedule it into their own personal schedule … and that there is enough ‘flex time’ in that period to ensure that even if someone has personal or medical emergencies, they will hopefully have enough time to nonetheless enough complete the assignment. So, **my strong recommendation to you is to start on it as soon as you can, and complete as soon as you are able.**

### Submission Logistics - Evaluation Policies - Late/Extension Policies

**Submission Logistics for all written assignments (Syntheses, Reflection Journal, Final assignment)**

- You will submit all of your written assignments via the relevant ‘assignment’ module in Brightspace.
- You will complete all of your participation self-assessment questionnaires (both after each class and your final overall end-of-term self-assessment) via the quiz function on Brightspace.
- Please see the relevant section below for the process to request an extension/ accommodation and submit late/makeup assignments in cases of delays due to unforeseen personal or health emergencies.
- Format – there will be template documents available for each assignment that you are welcome to download and use as the base from which to start.
- Feel free to work on it in whatever programme you prefer. But please upload it into Brightspace as a PDF file.
- We will also use the Brightspace tools to enter your grade and send feedback on your assignments, and to communicate your final grades to you.

**Timing of Evaluation and Feedback**

- uOttawa guidelines stipulate that you should receive at least 25% of your mark a week before the drop date (June 5, 2020 for the 2020 spring session) or note why this is not possible due to the nature of the course. Given the nature and timing of this course, you will have received feedback on three syntheses (or 30% of your mark) by May 29, thus fulfilling this policy.
• You will also receive feedback on the first ½ of your reflection journal and your final synthesis/syntheses following their submission.
• You will receive feedback on the rest of your mark (participation, overall reflection journal, final take-home) once the semester has been completed.

General uO grading guidelines
• Please note the following official uOttawa guidelines regarding class attendance.
  “Class attendance is necessary to successfully complete this course”
• It means that if you fail to regularly attend class, you will receive a failing grade.

• Please also note the following official uOttawa guidelines regarding evaluation of written style and structure:
  “You will be judged on your writing abilities. It is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc. You may be penalized up to 15%, at the professor’s discretion.”

Late submissions: Extensions/accommodations only for documented medical and personal emergencies
• If you are facing circumstances that will delay the submission of any of the work (or attendance/participation) for this class, please contact us (as per the communications policy above) as soon as you know.
• The official U of O guidelines regarding late submissions (other than for exams, which have additional requirements as outlined below) state:
  “Late submissions are not tolerated. Exceptions are made only for illness or other serious situations deemed as such by the professor. There will be a penalty for late submissions. University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate.
  A penalty of 5% will be given for each subsequent calendar day following the due date. This goes for assignments submitted through e-mail as well, and, in this case, the time that the e-mail was received will be counted as the time of submission of the document.
  We suggest that you advise your professor as early as possible if a religious holiday or a religious event will force you to be absent during an evaluation.”
• In the context of this course, this means the following:
  o In general, late submissions/extensions/accommodations (with a late penalty if appropriate) will be granted only in the case of documented medical or documented personal emergencies (documented = e.g. a doctor’s note, a letter from the uO SASS counseling services https://sass.uottawa.ca/en/personal, or a letter from an outside counselor/therapist). To request an extension/accommodation due to an emergency, please follow the procedures outlined in the next section.
  o Any required component of the course that is not submitted/completed (either on time or, in cases of documented illness or other serious situations as outlined above, on the deferred date as authorized by the professor) will receive a 0.
  o Please note: There are certain components of the course that are granted extensions only in very rare circumstances:
    ▪ Given that the primary pedagogical purpose of the syntheses is to prepare you for class, and that in-class attendance and participation are obviously conditional on attendance/participation in class, generally speaking neither will be accepted late.
    ▪ Thus, failure to attend/participate class and/or hand in a synthesis will result in that specific component (e.g. a particular synthesis, attendance for that specific date) being graded as a 0.
Any exceptions will be made on a case-by-case basis – and only where students are able to provide documented evidence demonstrating that it was impossible for them student to complete the work according to the course schedule due to a personal or medical emergency. In this case, exceptions may be made for individual students to submit the original assignment, for an alternate assignment to be submitted at a later date, or for the assignment to be ‘dropped’ (in which case the other evaluative components of the course would be re-weighted to calculate the students final mark).

Note: If you would like to complete a missed synthesis despite not having an authorized and documented reason (and thus knowing that it won’t be counted as a ‘synthesis’), your best bet would be to put it in the ‘reflection journal’ section where I will be able to consider it not as an official synthesis, but rather as part of your overall mark for the reflection journal.

Process to set up adaptive measures from Access Services
- If you have been granted adaptive measures from Access Services, please send us (following the communication protocol outlined above) to inform of us that immediately, and we will be happy to work with you to adjust the course details as required.

Process to request extensions for late/missed coursework that will be completed within the semester
- As outlined above, if you are facing circumstances that will delay the submission of any of the work (or attendance/participation) for this class, please contact me as soon as you know.
- Unless it is impossible to do so, please use the following procedures:
  - Making the request: Using the email protocol outlined above, send us an email (i) outlining what component will miss/have missed; (ii) explaining the reasons for it; and (iii) what specific accommodation you are requesting (e.g. what date you think you will be able to submit; etc) and (ii) book time to speak to Dr. Saurette (prof) or Jocelyn Kane (TA) during office hours. Please indicate whether you will be able to provide documentation or not, and if so what type of documentation, to support your request.
  - Decision: After having spoken to you, we will review your request; make a decision and communicate (either live or via email) what, if any, extension/accommodation will be granted and next steps.
  - Next steps: Depending on the nature of the extension/accommodation, you will likely follow one of these processes:
    - If you have been granted an extension for a written assignment, you will need to upload (i) the assignment to the relevant assignment folder, (ii) a copy of your original request outlining the reasons for your absence and an outline of what accommodation was agreed to by the professor/TA, as well as (iii) a copy of the required supporting documentation.
    - If missed class attendance/participation has been excused (possibly on condition that an alternate make-up assignment is completed), you will be required to upload (i) whatever make-up assignment has been assigned (if applicable), (ii) a copy of your original request (outlining the reasons for your absence) and an outline of what accommodation was agreed to by the professor/TA, as well as (iii) a copy of the required supporting documentation. Please upload this to the specific assignment folder titled ‘Missed class/participation submissions’.
    - Please note, failure to submit the required documents by the new due date will mean that you forfeit your extension (unless a further extension has been granted).
**Deferrals beyond the semester and missed/late exam policy**

- Please note that if you want to defer any assignment beyond the end date of the term (June 18) you will need to follow the official deferral policy. The official uOttawa guidelines relevant to the final exam mean that the process for requesting and receiving an extension or accommodation for the final exam is not handled by the professor, but rather by the School of Political Studies. The official uO policy regarding final exams is as follows:

  “Students who are excused for missing an exam will be required to write a deferred exam, except where the professor offers a re-weighting scheme which applies to the student’s case. Professors may decline to offer a deferred exam and instead re-weight the remaining pieces of work only if (i) the re-weighted scheme is indicated on the syllabus and (ii) it respects both the 25 percent rule (Academic Regulation 9.0) and the final exam rule.

  DFR forms must be completed for both midterms and final exams. The form can be obtained at https://socialsciences.uottawa.ca/students/undergraduate-forms. Once completed, the form with supporting documentation (ex. medical certificate) will automatically be sent to the academic unit which offers the course. The request must be completed within five working days of the exam and must respect all the conditions of Academic Regulation I9.5 (https://www.uottawa.ca/administration-and-governance/academic-regulation-9-evaluation-of-student-learning).

  Absence for any other serious reason must be justified in writing, to the academic assistants of the Faculty, within five business days following the date of the exam or submission of an assignment. The Faculty reserves the right to accept or refuse the reason. Reasons such as travel, jobs, or any misreading of the examination timetable are not acceptable.”

- Please also note the School of Political Studies deferral policy:

  **POLICY ON JUSTIFICATION OF LATE SUBMISSION OF ASSIGNMENTS AND TAKE-HOME EXAMINATIONS FOR THE SCHOOL OF POLITICAL STUDIES**

  The new deadline granted by the School will be equal to the number of working days included in the period of disability specified on the medical certificate.

  The medical certificate (sent online by the student with the DFR form) **MUST** specify in accordance with academic regulation 9.5:
  - the name of the student;
  - **the date of both the absence and the return to studies;**
  - the medical consultation date and the physician’s signature

  **Determination of the new deadline:**
  - If the date of both absence and return to studies are before the due date for the assignment: the new deadline will be calculated from the day following the original due date for the assignment or take-home exam.

  - If the date of return to studies is during or after the due date for the assignment or take-home exam: the new deadline will be calculated from the day of the date of return to studies specified on the medical certificate.
Please, note that in the case of a short-term absence, the new deadline established by this policy applies even if the request for a deferral has not yet been approved.

**Example 1:**
- Due date for an assignment: April 20, 2020.
- DFR form submitted on April 24, 2020 (as allowed by Academic Regulation 9.5).
- Disability period specified on the medical certificate: March 19 to 24, 2020 (6 calendar days but 4 working days).

**New deadline granted:** until April 27, 2020, at the same time as on the original due date (4 working days following April 20, 2020 and assignment to be handed-in on the 5th working day following April 20, 2020). If the assignment is handed-in after the new deadline, the penalty for late submission specified in the course outline may apply.

**Example 2:**
- Due date for an assignment: April 20, 2020.
- DFR form submitted on April 24, 2020 (as allowed by Academic Regulation 9.5).
- Disability period specified on the medical certificate: April 20, 2020 (1 working day).

**New deadline granted:** until April 22, 2020, at the same time as on the original due date (1 working day following April 20, 2020 and assignment to be handed-in on the 2nd working day following April 20, 2020).

If the assignment is submitted on April 24 (2 days later) or at any time after April 22, 2020, the penalty for late submission specified in the course outline may apply.

- This policy applies to anyone who will not be able to complete any of the assignments before the final submission deadline on June 18. As such:
  - Students who fail to submit any required coursework (including the final take-home exam) to Brightspace by the deadline and do not have a documented personal/health emergency that is accepted by the FSS DFR process (as outlined above) will receive a 0 on the missing components of the coursework.
  - If students want to request an extension for any coursework beyond June 18 (the due date for the final assignment), they must submit a formal DFR, which will automatically be sent to, and evaluated by, the School of Political Studies. The professor cannot unilaterally grant the deferral. You must use the formal system.
  - If the request is officially approved by the School, depending on the circumstances and at the sole discretion of the professor, the student will either (i) be granted an extension allowing them to submit the work (or alternate work) at a later date or (ii) have their final mark calculated by reweighting the completed pieces of work as outlined in the uO policies above.

**EIN Policy**
- Please note, The School of Political Studies has established the following policy regarding course failure.
Course failure – EIN (F): according to regulation 10.6 ([https://www.uottawa.ca/administration-and-governance/academic-regulation-10-grading-system](https://www.uottawa.ca/administration-and-governance/academic-regulation-10-grading-system)), a student receives the equivalent to a failure mark whenever he or she has failed to complete a significant portion of the course assignments and/or examinations.

According to the policy established by the School of Political Studies, a significant portion of the work is either one or more examinations (mid-term, final) or any work (quizzes, tests, presentations, research paper, etc.) worth a total of 15% or more of the final grade. Please, note that a denied request for a deferral may therefore lead to a failure mark.

OTHER ISSUES TO NOTE

Respect and Professionalism – the basis of a good, productive university class is having respect for yourself and others. This means a multitude of things – but at minimum it means:

- We work to create a climate in which people feel comfortable expressing their views for debate. This does NOT mean that we must all agree. But it does mean that we need to allow ideas to surface, and then critically, and not aggressively, debate them. The ideal is to create a space in which we both feel comfortable expressing our ideas AND feel comfortable having others ask us for the reasons and evidence that support those ideas.
- Saying that this class will be premised on an ethic of respect is NOT the same thing as saying that every opinion is allowable. Creating an environment of general respect, in fact, requires that a few extreme types of prejudicial views (broadly outlined by the Charter) are unacceptable. Racism, misogyny and prejudice against other forms of identity such as sexual orientation, religion, etc – will therefore not be tolerated.
- Ad hominem attacks against anyone in the class are also unacceptable. Anyone using these tactics will be asked to leave.
- Accepting the parameters of the assignments and other requirements of the class. I am more than happy to receive feedback during or after the class about things you believe can be improved (in an appropriate environment – e.g. a separate note, a meeting during office hours). However, unless we have officially altered the assignments and their goals, I will expect you to respect the assignments and their requirements.

Plagiarism – please note that the University of Ottawa has a very strict policy on plagiarism. If you are found guilty of plagiarism, the University can give you an F for the course, assign additional credit hours on top of your degree requirements, and/or expel you from the University and note the reason on your transcript. I will recommend very strong action if I find any plagiarism in my class. Please read the University policy. Please see the official uO policy statement below.

Accommodations: If you require systematic academic accommodation, please see the official uOttawa information in the section below. In short you will need to (i) contact the Student Academic Success Service to register and (ii) speak to me as soon as possible so that we can discuss the specific accommodations for this class. [https://sass.uottawa.ca/en/access](https://sass.uottawa.ca/en/access).

On Campus Resources – there are a variety of resources on campus to help you improve your academic success at University. The best place to start is [The Student Academic Success Service - www.uottawa.ca/services/sass](https://www.uottawa.ca/services/sass) as well as the other resources listed by the uO below.
ADDITIONAL OFFICIAL UNIVERSITY OF OTTAWA POLICIES AND RESOURCES

Official University of Ottawa Policy On Sexual Violence And Harassment
• The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For more information, visit www.uOttawa.ca/sexual-violence-support-and-prevention

Official University of Ottawa Policy On Academic Fraud
• Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.
• Here are a few examples of academic fraud:
  o engaging in any form of plagiarism or cheating;
  o presenting falsified research data;
  o handing in an assignment that was not authored, in whole or in part, by the student;
  o submitting the same assignment in more than one course, without the written consent of the professors concerned.
• In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.
• In cases where students are unsure whether they are at fault, it is their responsibility to consult the “Writing and Style Guide for University Papers and Assignments.” It can be found at: http://socialsciences.uottawa.ca/undergraduate/writing-style-guide
• Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:
  o a grade of “F” for the assignment or course in question;
  o an additional program requirement of between 3 and 30 credits;
  o suspension or expulsion from the Faculty.
• For more information, refer to
  o the Student’s Guide to Academic Integrity: http://web5.uottawa.ca/mcs-smc/academic-integrity/documents/2011/academic-integrity-students-guide.pdf and
  o The Academic Integrity Website (Office of the Vice-President Academic and Provost): http://web5.uottawa.ca/mcs-smc/academic-integrity/home.php

• The University has always strived to meet the needs of individuals with learning disabilities or with other temporary or permanent functional disabilities (hearing/visual impairments, sustained health issues, mental health problems), and the campus community works collaboratively so that you can develop and maintain your autonomy, as well as reach your full potential throughout your studies. You can call on a wide range of services and resources, all provided with expertise, professionalism and confidentiality.
• If barriers are preventing you from integrating into university life and you need adaptive measures to progress (physical setting, arrangements for exams, learning strategies, etc.), contact the Access Service right away:
  o In person at the University Centre, Room 339;
  o Online;
  o By phone at 613-562-5976

• Deadlines for submitting requests for adaptive measures during exams are the following:
  o Midterms, tests, deferred exams: seven business days before the exam, test or other written evaluation (excluding the day of the exam itself)
  ▪ Final exams: (November 15 for the fall session; March 15 for the winter session; Seven business days before the date of the exam for the spring/summer session (excluding the day of the exam itself)).

Faculty Mentoring Centre - http://socialsciences.uottawa.ca/mentoring
• The goal of the Mentoring Centre is to help students with their academic and social well-being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the Mentoring Centre is there to help students continue on their path to success.
• A student may choose to visit the Mentoring Centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older student may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.
• In all, the Mentoring Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

Academic Writing Help Centre - http://www.sass.uottawa.ca/writing/
• At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:
  o Master the written language of your choice
  o Expand your critical thinking abilities
  o Develop your argumentation skills
  o Learn what the expectations are for academic writing

Career Development Centre - http://www.sass.uottawa.ca/careers/
• Career Development Centre offers various services and resources in career development to enable you to recognize and enhance the employability skills you need in today's world of work.

Counselling Service - http://sass.uottawa.ca/en/counselling
• There are many reasons to take advantage of the Counselling Service. We offer:
  o Personal counselling
  o Career counselling
  o Study skills counselling

Student Resources Centres - HTTP://WWW.COMMUNITYLIFE.UOTTAWA.CA/EN/RESOURCES.PHP
• The Student Resources Centres aim to fulfill all sorts of student needs.

Human Rights Office - https://www.uottawa.ca/respect/en
• Mandate: To provide leadership in the creation, implementation and evaluation of policies, procedures and practices on diversity, inclusion, equity, accessibility and the prevention of harassment and discrimination.
• Contact information: 1 Stewart St. (Main Floor – Room 121) - Tel.: 613-562-5222 / Email: respect@uOttawa.ca
APPENDIX:

NORMS OF ONLINE ENGAGEMENT ETIQUETTE,
EXAMPLE ASSIGNMENTS,
AND
MARKING RUBRICS
PRELIMINARY NORMS AROUND REMOTE LEARNING PARTICIPATION TOOLS

- Clearly, there is no way to fully replicate the in-person experience of back-and-forth dialogue that is so central to teaching and learning political thought.
- However, in our experience, the tools of remote learning can allow for a surprising amount of participation and give and take discussion.
- That said, just as in ‘live, in-person’ contexts, the tools and practices of online engagement are maximally productive and effective only when everyone commits to respecting a shared set of norms that are designed to ensure both that a wide diversity of ideas can be expressed in class, and that those ideas are thoughtfully and sensitively communicated (and responses seriously listened to) so as to ensure an environment of genuine respect and strong, proactive inclusivity.
- This is why as instructors, we always have explicit discussions of norms of engagement at the beginning of our normal in-person classes.
- The importance of clarifying these norms is all the more important in the online context – particularly because:
  - (a) Given the novelty of online learning for many of us, we are all much less clear about what those norms are (and they may vary from class to class);
  - (b) There are multiple ways to participate and communicate in an online environment – without careful clear delineation of how each tool should be used, things can become very chaotic and very distracting (for all involved), very quickly.
  - (c) In our experience, text-based participation in online classes can demonstrate a certain ‘twitter effect’ – e.g. a tendency to react rather than reflect; a tendency for volume and pace of texts to outweigh quality and thoughtfulness; a tendency to express things a bit more polemically and less carefully than one would in face to face discussion; a higher likelihood of misinterpretation/miscommunication (given lack of accompanying non-verbal communication), etc.
- In that context, we’ve found that it is best to outline our expectations as clearly and explicitly as possible. As such, here is what we have found works

OVERALL NORMS

- Basically, please treat all communication in any part of this course, with any part of the community (peer, TA and professor), in the same way you would in any in-person communication in a university setting. If you keep that general rule in mind, you should be fine. And the fact that the vast majority of communications in our online classes have followed these in-person norms demonstrates that it is very possible to do so.
- However, here are a few reminders just so that we are all on the same page:
- Our goal is to create a climate in which students feel comfortable expressing their ideas and reasoning for discussion and debate. This does NOT mean that we must all agree. But it does mean that we need to allow ideas to surface, and then constructively (and not aggressively), debate and evaluate them. The ideal is to create a space in which we both feel comfortable expressing our ideas AND feel comfortable having others ask us for the reasons and evidence that support those ideas.
- In this context, respect; curiosity; generosity of interpretation: empathy; active listening; cultivating thoughtful reflection (rather than knee-jerk reaction/expression of pre-existing ideas); thinking/questioning before writing/responding; focusing on constructive feedback and engagement with others; fostering an open; learning mindset rather than a judgmental one; remaining non-defensive when questioned/challenged about your ideas; etc are things that are always good things to keep front of mind and at your fingertips when communicating in any
format. It also never hurts to try to be forgiving of other students’ mistakes when possible – miscommunication is easy in these circumstances, and learning is also possible in certain contexts. So sometimes it is worth extending an olive branch once or twice before deciding someone is beyond reaching. As such, my invitation to you all is to try to keep some or all of those in mind when engaging in this class.

- That said, it is also absolutely central that we all work together to ensure that unacceptable online behavior and communication is surfaced and dealt with appropriately and immediately. Instructors can address it if we can’t see it – and often we can’t (either because we don’t see it in the tsunami of chat posts, or because it takes place in breakout groups, via non-class platforms, etc). So, if you have any concerns at all, please contact us immediately to discuss the issue and we will seek to address it immediately … and make sure it doesn’t happen again.

- With that in mind, a few words on things that are (hopefully obviously) unacceptable:
  
  o Saying that this class will be premised on an ethic of respect is NOT the same thing as saying that every opinion must be judged valid or treated as allowable. Creating an environment of general respect, in fact, requires that a some extreme types of prejudicial views (broadly outlined by the Charter and hate-speech legislation) are unacceptable. Racism, misogyny and prejudice against other forms of identity such as sexual orientation, religion, etc – will therefore not be tolerated. Ad hominem attacks against anyone in the class are also unacceptable. Anyone using these tactics will be asked to leave.
  
  o Please don’t forget: This isn’t your personal social media feed, nor your phone texts, nor your friends’ facebook/snap/whatever groups. So even though we don’t need to worry about the Queen’s English here, please try to follow basic grammatical and stylistic rules in line with the type of in-person discussion we would have in class.
  
  o Did I mention it isn’t social media? So don’t troll. Don’t polemicize. Don’t patronize. Don’t ‘partisan’ize. Don’t sensationalize. Don’t personalize. Don’t pursue questions to the point of absurdity. Don’t treat it like debate club practice, try to score cheap points, or engage with nothing but rhetoric (I’m all for rhetoric, but only, in the classroom, when used in the service of content). You get the picture.
  
  o Pro-tip: sarcasm is not only the lowest type of wit, it also often spectacularly backfires in a context where people can’t hear your tone or see your non-verbals. So please avoid it. It rarely furthers genuine discussion and learning. And usually only ends up creating a situation where the instructors have to intervene to resolve and reset things. And that is not only unpleasant for all involved. It’s a waste of time.
  
  o Please try to stay on relevant topics in your comments. What is ‘relevant’ is obviously a judgment call, but before posting, it is always worth asking yourself ‘is this comment clearly linked to the content of the course in some important way…and will the overall discussion and learning environment of this class be enriched by it?’
  
  o You’re welcome to keep it light and chat about the weather, your interests, etc during pre-class chat. But once class starts, please keep your comments focused on the content of the class. And always, always remember. Class chat isn’t not your local bar. It’s not the place to gossip. It’s not the place to regale the world with the exploits of the weekend. And it is definitely, not ever the time and place to flirt. We’re all human. We all probably do better with more humour and laughter than less. But don’t forget that the class is a place for us to come together and learn, in an environment where everyone feels comfortable and respected and safe. So when in doubt, keep it professional and you should be fine.
• Many students have noted that although they found the public chat function very useful at times, they also found it to be very distracting when it was going on full steam during lectures.
• As such, we will tend to bring it up on the screen at the beginning of class to let you say hello and catch up with your colleagues, during breaks, when I’m directly asking for you to contribute/answer a specific question, and during ‘free chat’ periods (where you will be able to chat amongst yourself while I’m not lecturing). We’ll also sometimes leave it open during lectures for you to post comments and questions – and have some discussion amongst yourselves.
• However, based on feedback from many students, it has become clear that it can also be very distracting. As such, we may well to mute the chat function during class lectures and discussions and instead use the Q+A pod (which is cleaner and less distracting – see below) for in-class communication if we feel that it will focus everyone’s attention better on the key learning goals of the class.

PUBLIC CHAT – CONTENT/STYLE
• In our experience, the vast majority of student commentary in chat pods tend to be clearly focused on the topic, to be professional in nature (even if informal), and to contribute positively to the conversation taking place and the overall learning environment. We have been particularly impressed with the overall focus and thoughtfulness of students’ breakout note pods and chats.
• As we all know, however, it is easy (in the main chat and breakout groups) to fall into the trap of thinking that chatting in class is the same as texting a group of your friends. It’s not, however. So please don’t forget that.
• It doesn’t mean you can’t have personality. It just means things like: please avoid both the obvious (e.g. trolling, stirring the pot just for the sake of it) and the less obvious (e.g. veering into tangentially related examples/issues but that don’t really deepen the discussion, becoming so informal with your fellow students that you forget to show the proper respect, etc). It’ll save all of us from a lot of discomfort. (Not that there was anything inappropriate in the first week – I just want to make sure we don’t end up there…an ounce of prevention as they say).
• Also, remember that you don’t get participation points for banter/small talk, etc. Nor do you get credit just for throwing in a fluff comment. You’re welcome to do it a little at the beginning/in open chat period because, you know, we’re humans and it is nice to feel connected to, and interact with, each other, especially these days. But once we’re locked into class, the key is to (as much as possible) make every minute count.
• So – as long as we all commit to use the public chat function to engage very closely with the class material in a sincere and well-meaning way, I think it will be a great tool for us.
• And if you have any issues with how the chat/group breakouts are going, please send a private chat message to the ‘chat’ duty TA immediately and s/he will do her/his best to resolve the issue (we will explain who and what the ‘chat duty’ TA is on Monday).

Q+A POD – WHEN/HOW USED
• In contrast to the selective use of the chat, we tend to leave the Q+A pod visible throughout the lecture and use this tool for gathering (and at times, responding) to your questions.
• We will use tend to use the Q+A Pod in several distinct ways – one for pre-class logistics and one for in-class content (and some logistics)
• In terms of pre-class use:
  o We’ll have a pre-class ‘logistics’ check-in on adobe connect starting 10 mins before class starts where you can submit brief individual or public logistical questions. Please see additional information above in the ‘Live contact’ section in Contact and Communications.
• In terms of ‘in-class’ use:
If you have a question of an intellectual nature that you’d either (a) like to put in the queue to have answered at the Q+A period or (b) like to have answered immediately, mid lecture – use the Q+A pod. We’ll be actively monitoring it throughout the class.

We’ll do our best to answer them – either live mid-lecture or during the Q+A. Or in written form back to you individually or to the entire class. Either way, however, know that even if we don’t answer it, if you submit a thoughtful content question/comment via the Q+A pod (or the chat function, for that matter), it will be recognized in your participation mark.

You can also submit real-time feedback/logistical suggestions/questions in the Q+A pod if they concern real-time issues regarding the class itself (e.g. ‘could you repeat those points’, ‘I feel that the chat is becoming distracting’, etc). For these type of suggestions please start it with “LOGISTICAL” so that we can sort them out and address/respond to them in the proper way (e.g. “LOGISTICAL - please mute the chat, it is distracting”; “LOGISTICAL - please reduce the size of the ppt document”, etc).

PRIVATE CHAT WITH INSTRUCTORS – WHO
- The reality is that while I’m running class and giving the lecture, I am not able to effectively monitor and respond to private chats, given everything else I have to focus on.
- Therefore, each class one of the TAs will be playing the ‘CHAT’ role – meaning s/he will be responsible for actively monitoring the chat/Q+A/etc and responding to students.
- As such, please note who is playing that role at the beginning of class and send any private chats (e.g. with questions, suggestions, concerns) to them.

UPDATED GROUP BREAKOUT PROTOCOLS:
- We have been impressed with the excellent work students tend to do in breakout groups even (perhaps particularly) in a distance learning setting.
- The feedback we’ve received has also confirmed that students find the breakout group exercises very productive, enjoyable and stimulating! So we will make judicious use of this tool throughout this course.
- We might explore ways to do it with video and audio in the coming weeks (maybe zoom, maybe through adobe connect if they get the capacity issues dealt with). But for the most part, we’ll stick with the ‘text’ only version – using the breakout notes pods and chat pod. So, a couple of process suggestions to make these exercises, and the post-exercise debriefs, as productive as possible:
  - Codifying group notes/presentation material:
    - In order to make the overall experience (incl the return back and debrief in the full class) a bit smoother with a bit of clarity, however, please do the following:
      - (a) When you first arrive into your breakout group, please make sure the ‘presenter’ creates a title for your presentation notes. The title should include the date, the topic/question we are discussing, and your group number (as noted in the attendees pod) at the top of the presentation notes.
      - (b) Please have everyone in your group write their login name (Lastname.Firstname.2lastdigitsStu#) in the line under the title (in alphabetical order).
      - (c) Then add your content to the note pod as you have in previous classes.
      - (d) Make sure the present has made a copy of the presentation notes once you are done and saved them outside of Adobe in case the system crashes/we lose the notes pod/etc.
      - This will allow everything to be a bit clearer, and make sure everyone gets credit for their breakout contributions...
  - Inclusive discussions:
    - Breakout groups are a great time to stretch your skills in many different ways.
- Some obvious ones to practice are building your facility and confidence in exchanging your own ideas with others and pressure testing them, remaining non-defensive when others question your ideas, learning from others’ perspectives, etc, etc.
- However, it is also a great time to experiment with different ways to create as inclusive and engaging space as possible.
- For example, if everyone can come to breakout groups not only focused on the content questions, but also focused on inclusive process questions like 'has everyone managed to participate as much as they would like? are there things that we can do to make it easier for everyone to participate (eg slow down/pause the text pace to let other catch up; pausing the flow of the chat to invite anyone who hasn’t contributed as much as they might like to add their thoughts; making sure that we don’t trample over someone’s idea just because it isn’t widely shared; etc)’, I think that will make for an even more productive discussions and a great student experience for everyone in class.
- It will also help you build strong facilitation skills which, as every zoom call in history makes clear, is more than ever an especially crucial skill!).
- So – use it as a chance to practice skills that will definitely pay off in the long term!
- We’ll also try to incorporate a short break into your small group sessions.
  - So from now on, I may send a note saying that you should be finished up and take a 5 min break, after which point I’ll bring you back together as a full group...
  - And if I forget to mention it in class, please remind me before we go into breakouts
### Example – Class Attendance and Participation Evaluation (subject to revision)

#### Example – Class Attendance Rubric

The daily class attendance mark will be a direct reflection of whether the student is present when the roll calls are taken in class. For example, if 4 roll calls are taken during class, a student will receive 100% if they are present for 4 of 4 roll calls during class, 75% if they are present at 3 of 4 roll calls during class, and so forth until reaching 0% if they are present for 0 roll calls during class.

<table>
<thead>
<tr>
<th>Class Attendance Rubric</th>
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<tbody>
<tr>
<td>The daily class attendance mark will be a direct reflection of whether the student is present when the roll calls are taken in class. For example, if 4 roll calls are taken during class, a student will receive 100% if they are present for 4 of 4 roll calls during class, 75% if they are present at 3 of 4 roll calls during class, and so forth until reaching 0% if they are present for 0 roll calls during class.</td>
</tr>
</tbody>
</table>

#### Example – Daily Class Participation Evaluation

We will use the following scale and criteria to evaluate the quality and consistency of a student’s engagement and participation across the various fora available in the class. Students will be asked to use the same criteria to self-evaluate at the end of each class, and at the end of the term.

Please note, a student’s participation mark cannot be higher than their attendance mark (since if they miss half the class, they necessarily miss half their potential participation mark). So if you have excellent participation (i.e. would receive A+ on participation), but are only present for the half the class (i.e. receive a 50% attendance without an excused absence), your participation mark would be a maximum of D/D+.

<table>
<thead>
<tr>
<th>Insufficient Participation</th>
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<tbody>
<tr>
<td>I was absent for the entire, or vast majority, of class.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Minimal Participation</th>
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</thead>
<tbody>
<tr>
<td>I did some of the pre-class readings but wasn’t really properly prepared</td>
</tr>
<tr>
<td>I was present for most of the class, but I wasn’t very focused or engaged in the lectures/discussions.</td>
</tr>
<tr>
<td>I didn’t participate much in full group discussions or breakout sessions.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Satisfactory Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I read and reflected on most the pre-class readings.</td>
</tr>
<tr>
<td>I was focused and listened actively during the majority of the class lecture/discussion.</td>
</tr>
<tr>
<td>I contributed several questions/comments that demonstrated a solid understanding of the class material and some of their implications.</td>
</tr>
<tr>
<td>I found ways to engage my fellow students in ways that contributed to our learning.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Good Participation</th>
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<tbody>
<tr>
<td>I read and reflected robustly on all the pre-class readings.</td>
</tr>
<tr>
<td>I was focused and listened actively during the entire class lecture/discussion.</td>
</tr>
<tr>
<td>My contributions and comments were insightful, constructive, and demonstrated a strong understanding of the class material and many of their implications.</td>
</tr>
<tr>
<td>I participated throughout the session and made multiple contributions using several of the available tools.</td>
</tr>
<tr>
<td>I consistently engaged fellow students in helpful ways that contributed to the learning environment of the class.</td>
</tr>
<tr>
<td>Participation Level</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
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</table>
| **Very Good Participation** | - I read and reflected **extensively** on all the pre-class readings.  
- I was **keenly focused** and listened **actively** during the **entire** class lecture/discussion.  
- My contributions and comments were insightful, constructive, and demonstrated a **deep and broad understanding of the class material and their implications**.  
- I participated **consistently** throughout the session using **most** of the available tools.  
- I consistently engaged fellow students in helpful ways that **constructively** contributed to the learning environment of the class. |
| **Excellent Participation** | - I read and reflected **extensively** on all the pre-class readings.  
- I was **keenly focused** and listened **actively** during the **entire** class lecture/discussion.  
- My contributions and comments were **extremely insightful, constructive, and demonstrated an extremely deep and broad understanding of the class material and their implications**.  
- I participated **consistently** throughout the session using **all or almost all** of the available tools.  
- I consistently engaged fellow students in helpful ways that **significantly** contributed to the learning environment of the class. |
| **Exceptional Participation** | - I read and reflected **extensively** on all the pre-class readings.  
- I was **keenly focused** and listened **actively** during the **entire** class lecture/discussion.  
- My contributions and comments were **exceptionally insightful, constructive, and demonstrated an exceptionally deep and broad understanding of the class material and their implications**.  
- I participated **consistently** throughout the session using **all** of the available tools.  
- I consistently engaged fellow students in helpful ways that **profoundly** contributed to the learning environment of the class. |
Week 1 Synthesis – Machiavelli’s The Prince
Paul Saurette, Student #

1. Main Questions and Theses
   • In The Prince, Machiavelli asks the question “how should a ruler act so that s/he best rules her state?” He recognizes that there are different kinds of states (ie. he mentions that he is here only dealing with principalities, not republics p. 5-6) but will only examine this question in relation to principalities (ie with a prince as a ruler). Machiavelli seems to avoid two other types of questions often asked by political theorists, however:
     o “How does politics in general work?” - he makes generalizations about how politics works to determine how a ruler should act but he does not inquire about the ends and nature of politics for its own sake.
     o Moreover, Machiavelli does not really ask ‘what should politics ideally be’. He takes for granted the type of political institutions and states that exist and only considers how best to tactically navigate their politics.
   • Overall, Machiavelli’s main point is to argue that rulers cannot be bound by the dictates of private, religious morality on public issues. He argues, in fact, that the logic of efficiency and expediency should determine what actions a ruler should take. Thus, whereas religious thinkers like St. Thomas Aquinas would condemn any use of cruelty or lying as evil, Machiavelli says that cruelty is acceptable where its use is guided and limited by the goal of creating a stable order. Thus, it is the rational application of otherwise ‘immoral’ actions that Machiavelli advises – not the adoption of pure immorality without thought.

2. Main Concepts
   • Machiavelli develops a number of concepts to flesh out his position.
   • He argues, for instance, that “human nature” is relatively stable and that it is essentially self-interested and at times willing to use violence. This means that rulers should act in ways to tame and control that self-interest rather than assuage it. Hence the importance of the judicious use of force more suitable for ‘animals’ than ‘men’.
   • Other key concepts include:
     o Fortuna – the unpredictable context in which we always act which explains why different actions are appropriate for similar goals at different times
     o Prudence – a key virtue of rulers since it is the art of choosing the right act for the right time/context
     o Glory – the aim of successful states and rulers
     o Virtu – a key term with several meanings in Machiavelli. In the prince it generally refers to a ruler with good, prudential judgment – willing to take harsh actions but only when it serves the greater good of creating a stable state.
   • By returning to classical theorists and concepts, Machiavelli notably departs from medieval thinkers by refusing to assume a unity of virtues, an essentially ‘good’ notion of human nature and by challenging the idea of a God-defined providence – replacing it with a capricious ‘Fortuna’

3. Main Evidence
   • Machiavelli substantiates his arguments in a variety of ways.
• First, he uses a wide variety of historical examples from classical Roman history and tries to derive universal lessons from them. As such, he offers a selected history of the rise and fall of the Roman republic that illustrate and substantiate his advice – the logic being that history does repeat itself, and if we study the choices and outcomes of earlier periods analogous to our own context, we can learn how human societies and politics work and thus navigate them more wisely. This is a very different method than Hobbes, Locke and Rousseau - whose primary method of deriving an ideal vision of politics is generated from an imagined state of nature.

• That said, secondly, Machiavelli does also sometimes appeal to certain so-called ‘axioms’ of human nature and behavior (that he argues are self-evidently true) as a way of justifying his perspective.

4. Strengths/Weaknesses, Key Questions, Key Comparisons

• I also believe that Machiavelli’s conception of politics, while helpful, is insufficient in the following way:
  o He does not have a general theory of an ideal polity – thus it is difficult to define what a ‘rational’ use of cruelty is. It seems that it could be very easy to justify any action by Machiavelli simply by using the value of ‘order’ as the end of politics. But are there not any basic principles of common interest in a polity that should define how we employ force? Ie. even if we do think sometimes cruelty is necessary, can’t we better delimit when it can be employed? Machiavelli’s The Prince does not help us answer this question and I think it has led to the misuse of his thinking.
  o Moreover, if we were to apply Machiavelli’s vision of politics, it could quickly lead us to a place where neither democratic equality, generosity, altruism or even hope were seen as possible – and this, as thinkers as diverse as Rousseau to contemporary neuroscientists would argue, might represent a profound misreading of how humans actually relate to one another.

• Machiavelli’s conception of politics seems to be related to Hobbes’ thinking in some interesting ways
  o Both suggest that humans are essentially social and political animals
  o Both suggest that a struggle for power is core to the political realm
  o Both value concepts of freedom and autonomy, although in quite different ways
  o However, both suggest that giving up certain freedoms might be both necessary and legitimate in order to assure security and order – something that both believe might be more valuable than freedom in certain contexts.

• I was left with two key questions from the reading:
  o What is the meaning of virtu in Machiavelli? How did he define it and why is it important? Is it related to how we use the idea of ‘virtue’ today? If not, how is it different?
  o What role does he see for religion in the state? He seems to primarily evaluate it as something that is important to the state and the population, but doesn’t always seem to worry about whether or not any given religion is intrinsically ‘true’ in itself. Does this mean he was an atheist? Or an agnostic? Does the ‘content’ of a given religion matter to Machiavelli? Or does he think any religion can (and should) play the same role?
**EXPLANATION OF MARKS**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>F (0%)</td>
<td>This synthesis does not adequately cover even the basics of the main readings, or was not submitted.</td>
</tr>
<tr>
<td>D/D+ (55%)</td>
<td>This synthesis shows little familiarity with the readings and identifies almost none of the key issues, concepts, strengths or weaknesses of the required reading.</td>
</tr>
<tr>
<td>C/C+ (65%)</td>
<td>This is an acceptable synthesis. It shows familiarity with the main questions, theses, concepts and evidence; identifies one or two key strengths/weaknesses or comparisons, etc; and offers one or two reasonable questions for discussion.</td>
</tr>
<tr>
<td>B (70%)</td>
<td>This is a good synthesis. It identifies several key questions, theses, concepts and evidence; comments on/evaluates several interesting themes, strengths, weaknesses, applications, comparisons to other thinkers, etc; and offers one or two interesting questions for discussion.</td>
</tr>
<tr>
<td>B+ (75%)</td>
<td>This is a very strong synthesis. It identifies a number of the main questions, theses, concepts and evidence; thoughtfully comments on/evaluates several interesting themes, strengths, weaknesses, applications, comparisons to other thinkers, etc; and offers several strong questions for discussion.</td>
</tr>
<tr>
<td>A- (80%)</td>
<td>This is a very good synthesis. It identifies the main questions, theses, concepts and evidence; thoughtfully comments on/evaluates multiple interesting themes, strengths, weaknesses, applications, comparisons to other thinkers, etc; and offers several very strong questions for discussion.</td>
</tr>
<tr>
<td>A (85%)</td>
<td>This synthesis is excellent. It persuasively identifies the main questions, theses, concepts and evidence; insightfully comments on/evaluates a variety of interesting themes, strengths, weaknesses, applications, comparisons to other thinkers, etc; and offers several outstanding questions for discussion.</td>
</tr>
<tr>
<td>A+ (90%)</td>
<td>This synthesis is exceptional. It goes far beyond what is expected, both in terms of insight and depth. Truly outstanding work.</td>
</tr>
<tr>
<td>A++ (100%)</td>
<td>This is a truly unique synthesis – offering a depth, breadth and quality of insight that makes it within the top 1% of syntheses</td>
</tr>
</tbody>
</table>
EXAMPLE: REFLECTION JOURNAL ENTRIES
Paul Saurette, Student Number XXXXX

APRIL 30, 2020
• I would be fascinated to know what Machiavelli would make of Donald Trump and his leadership style/strategy today.
• Many casual observers might think that Machiavelli would approve of Trump’s approach – reducing Machiavelli to his often quoted ‘tis better to be feared than loved’ dictum – and argue that Trump’s ‘strong man’ tactics and his willingness to play to his base regardless of the truth or morality of the issue is in line with Machiavelli’s recommendations
• However, I think this is incorrect on many levels
  o First, Machiavelli believes that even autocratic rulers need to be much nimbler with their strategy – he is definitely not a champion of an ‘all force, all attack, all bombast, all the time’ approach. Rather he thinks that rulers need to be keenly aware of the shifts of context and public mood – and tweak their tactics accordingly – if they want to be successful over the longer term.
  o Second, Machiavelli is a classical republican thinker – insofar as he believes that all polities go through cycles of health/growth and decline/collapse. In his view, a robust healthy political order can only survive and thrive if there are strongly (and widely) shared (and observed) virtues and values as well as clear structures and norms of behavior that ensure that individual self-interest is subsumed to the interests of the entire community when the two are deeply in conflict. I think Machiavelli would see Trump both as a symptom of, and as an exacerbating factor promoting, a decline in the political health of the US. That is, on one hand, the fact that he was elected despite his character/ ‘philosophy’ being very evident shows how deeply polarized and polemical the political context is in the US, and how there are far too few “strongly (and widely) shared (and observed) virtues and values” to ensure that it functions smoothly and easily. On the other, Machiavelli would also clearly see Trump’s behavior as exponentially intensifying the dissolution of any remaining commonalities and creating a series of even-more obviously corrupt norms of behavior that in essence invert Machiavelli’s recommendation and clearly sacrifice the public interest for the sake of very narrow self-interest.
  o Given this, it is hard to imagine that Machiavelli would see Trump as the embodiment of his ideal ‘Prince’. Rather, he would much more likely paint Trump as a modern variant of the self-obsessed Roman emperors who presided over the decline and collapse of Rome...

MAY 1, 2020
• What would Machiavelli make out of the various global reactions to COVID-19?
• What would he say that it tells us about the national political cultures and values of each country?
• What would he think it says about the political health of each country? Canadian reaction

MAY 2, 2020
• At times, Machiavelli’s writings about virtue reminds me of certain themes that Aristotle discusses. However, they seem to have very different ideas about what individual virtues are most important, and whether individual and communal virtues are complementary or in conflict, particularly when one is the leader of a polity. It would be interesting to trace out these implications in more detail...
EXAMPLE OF REFLECTION JOURNAL FEEDBACK RUBRIC (subject to revision)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>This reflection journal shows insufficient evidence of engagement with course material or was not submitted.</td>
</tr>
<tr>
<td>D to D+</td>
<td>This is a basic reflection journal. It shows evidence of some engagement with the material at moments during the term. Most entries demonstrate a basic familiarity with the readings and identifies a few key questions, themes, concept, strengths/weaknesses, applications, comparisons, etc., beyond those contained in the student’s syntheses.</td>
</tr>
<tr>
<td>C to C+</td>
<td>This is a solid reflection journal. It shows evidence of somewhat regular engagement with the material throughout most of the term. It discusses a variety of solid questions, themes, concept, strengths/weaknesses, applications, comparisons, etc., beyond those contained in the student’s syntheses. It shows evidence of continued thinking on at least one question/issue/etc related to the course.</td>
</tr>
<tr>
<td>B to B+</td>
<td>This is a good reflection journal. It shows evidence of fairly regular and consistent engagement with the material throughout most of the term. It identifies and thoughtfully discusses a variety of interesting questions, themes, concept, strengths/weaknesses, applications, comparisons, etc., beyond those contained in the student’s syntheses. Evidence of continued development of the student’s thinking on at least a few questions/issues/etc related to the course.</td>
</tr>
<tr>
<td>A-</td>
<td>This reflection journal is very good. It shows evidence of regular and consistent engagement with the material throughout the entire term. It identifies and thoughtfully/creatively discusses a variety of interesting questions, themes, concept, strengths/weaknesses, applications, comparisons, etc., beyond those contained in the student’s syntheses. Evidence of sustained development of the student’s thinking on multiple questions/themes/issues/etc related to the course.</td>
</tr>
<tr>
<td>A</td>
<td>This is an excellent reflection journal. It shows evidence of extremely regular and consistent engagement with the material throughout the entire term. It identifies and extremely thoughtfully/creatively discusses a variety of interesting questions, themes, concept, strengths/weaknesses, applications, comparisons, etc., well beyond those contained in the student’s syntheses. Evidence of sustained development of the student’s thinking on many questions/issues/etc related to the course.</td>
</tr>
<tr>
<td>A+</td>
<td>This is an exceptional reflection journal. It goes far beyond what is expected, both in terms of consistency, insight, breadth and depth.</td>
</tr>
</tbody>
</table>