



Political Science  
UNIVERSITY OF TORONTO

MISSISSAUGA

**POL 320Y5: Modernity and Resistance**

**Fall/Winter 2023-2024**

**Mondays, 11:10 a.m. – 1 p.m.  
Maanjiwe nendamowinan 2110**

**Instructors:**

**Emily Nacol (Fall term)**

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**Course Description and Goals:**

In this political theory survey course, we will read, interpret, and evaluate a wide range of texts in modern political thought. We will concentrate on 18<sup>th</sup>-, 19<sup>th</sup>-, and early 20<sup>th</sup>-century political thought, with a special focus on debates about human development and emancipation. Some of our questions will include: What does it mean to be free in one's political, economic, and social relationships? What does it mean to be unfree or oppressed in these settings? Is inequality a problem for political life? What do equal relations look like? What makes a person a citizen, and what does it mean for a people to rule itself? To explore these questions, we will study more conventional texts from well-known thinkers like Jean-Jacques Rousseau, Adam Smith, Edmund Burke, Mary Wollstonecraft, John Stuart Mill, Frederick Douglass, G.W.F. Hegel, Karl Marx, and Mohandas Gandhi, alongside other important kinds of political texts in this century of political revolution—sermons, pamphlets, declarations, and manifestos.

This course is meant to teach you to see each reading as politically and philosophically interesting in its own right and in its own historical context. But another major aim of this course is to encourage you to judge for yourself which ethical and political perspectives and arguments are persuasive or compelling to you *now*, and which aren't. To help you form these judgments, we will frequently return to a set of simple

but difficult questions: How are these thinkers like us? How are they *not* like us? Do their similarities and differences make them more or less appealing or relevant to you, as a 21<sup>st</sup>-century reader with your own political values, commitments, and experiences? Do they teach you anything new about politics?

## Learning Outcomes

In POL 320, you will learn to:

- Assess modern political theory as a tradition of thinking and writing, characterized by continuities and innovations
- Critically engage some of the best-known texts in the history of political thought
- Identify major ethical and political questions and concepts that are important to the tradition of political theory
- Critically evaluate and further develop your own political values and commitments
- Write persuasive and critical essays

## Required Texts

The following books are available for order through the UTM bookstore (in e-book or hard copy format) or can be borrowed from the UTM library. You may also order them online, and we've included the publisher information to help you find the right edition.

- Nakae Chōmin, *A Discourse by Three Drunkards on Government*, trans./ ed. Noboku Tsukui; ed. Jeffrey Hammond (Boston: Weatherhill, 1984).
- W.E.B. Du Bois, *The Souls of the Black Folk* (New Haven: Yale University Press, 2015).
- Mohandas K. Gandhi, *"Hind Swaraj" and Other Writings*, ed. Anthony J. Parel (Cambridge: Cambridge University Press, 2009).
- G.W.F. Hegel, *Outlines of the Philosophy of Right*, ed. Stephen Houlgate, trans. T.M. Knox (Oxford: Oxford University Press, 2008).
- Karl Marx, *Selected Writings*, ed. Lawrence H. Simon (Indianapolis: Hackett Publishing, 1994).
- John Stuart Mill, *On Liberty, Utilitarianism, and Other Essays*, eds. Mark Philp and Frederick Rosen (Oxford: Oxford University Press, 2015).
- Jean-Jacques Rousseau, *Political Writings*, eds. M. Maguire and D. Williams (Peterborough: Broadview Press, 2018).
- Mary Wollstonecraft, *Vindications: The Rights of Men, The Rights of Woman*, eds. D.L. Macdonald and K. Scherf (Peterborough: Broadview Press, 1997).

Note: We'd like for you to acquire and use *these* editions, since class discussion will run much more smoothly if we are all using the same translations of the texts with the same pagination. Also, you will need to use these editions in order for your TA to accurately evaluate your use of the texts in your essays.

## Course Requirements and Grade Distribution

The course has 6 major graded components:

**Tutorial participation: 15% (Begins on September 18)**

**Weekly reading quizzes: 5%**

**Fall Term Critical Application Paper: 15% total**

3%: Thesis statement/outline meeting (full credit/no credit), October 16-20  
12%: Final assignment: October 27, 11:59 p.m.

**Fall Term Compare-Two-Thinkers Paper: 20% total**

2%: Thesis statement hand-in in tutorial (full credit/no credit): November 20  
3%: Thesis statement peer review activity in tutorial (full credit/no credit): November 20  
15%: Final assignment: December 5, 11:59 p.m.

**Winter Term Critical Application paper: 20% total**

4%: Rough draft hand-in (full credit/no credit): February 16, 11:59 p.m. (returned on March 1)  
1%: Revisions memo (full credit/no credit): March 15, 11:59 p.m.  
15%: Final revised assignment: March 15, 11:59 p.m.

**Capstone Writing Assignment: 25% total**

3%: Paragraph description (full credit/no credit): March 21, 11:59 p.m.  
22%: Final assignment: April 5, 11:59 p.m.

\*\*Doing the small components (thesis/outline meetings, peer review activities, rough drafts) that build up to each major writing assignment does not earn you any “bonus” marks on these assignments. These small assignments are required components of the course and doing them is an important part of earning credit towards your final POL 320 grade. So, for example, for the fall term critical application paper, we require that you bring a thesis statement and outline to a meeting with Dr. Nacol or your TA. If you do not attend this meeting with a thesis and outline in hand, you lose 3% of credit towards your final grade in POL 320. If you do attend and bring your work, that 3% goes in the bank towards your final grade for the course!

Lecture:

This course is a combination of lecture and tutorial. For each Monday lecture, Dr. Nacol or Dr. Mathew will spend most of the time lecturing, but there will also be individual and small group activities and discussion. Please come to lecture with your texts and notes in hand, and please read the assigned texts *in advance of lecture*.

In lecture, we will provide the historical context for each text, help distill the main arguments of the materials, highlight some of the most important /or tricky passages in the readings, and generate questions for further consideration. Lecture attendance is important for your success in the course, since we will cover material that will help you with your tutorials and writing assignments.

Tutorial Attendance and Engagement:

Tutorial will be the setting in which you, your TA, and your peers can discuss the readings in greater depth and detail. Since this is the case, tutorial attendance is mandatory. That said, we understand that sometimes emergencies or illness will prevent you from attending every week. You will have two free tutorial absences for the year, no questions asked.

To prepare for each tutorial meeting, you must do the reading and come prepared with questions or comments to discuss. Your final tutorial grade will rest on four factors: (1) attendance; (2) preparation—bring your readings and notes to every meeting; (3) quality of contributions to the discussion and tutorial activities; and (4) respectful engagement with your peers and tutorial leader. We give the full range of grades for tutorial engagement.

### Course Code of Conduct for Lecture, Tutorial, and Office Hours:

The University of Toronto is committed to equity, human rights, and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

### Quizzes and Writing Assignments:

Each week, you will be required to complete a **Quercus reading quiz** by 11 a.m. on Monday (the start of lecture). It will be open-book and open-note, and it will cover the reading assignment for that week. Over the year, there will be 24 quizzes. ***We will take your 12 best scores and average them to calculate your final quiz grade.*** There will be no makeup quizzes or re-takes allowed.

You will have **four essay assignments** this year. Our goal is to help you build up a portfolio of writing on a specific theme that you choose at the beginning of the year and follow through all of your assignments. We will distribute a list of options at the beginning of the fall term, but such topics might include major political concepts (e.g., rights, equality) or themes (e.g., gender, the family, violence, labour).

In the fall term, you will have a short critical application paper and a compare-two-thinkers paper. In the winter term, you will write a second critical application paper. At the end of the year, you will write a capstone paper. Each of these assignments will be done in steps clearly spelled out on the assignment sheet, which will be posted well in advance of your deadline. You will earn course credit for each of these steps, too.

We ask that you submit a final copy of each of your final writing assignments through Quercus, where they will be run through plagiarism detection tool. UTM policy states:

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

For alternative arrangements, please get in touch with Dr. Nacol (fall term) or Dr. Mathew (winter term) two weeks in advance of the deadline. Alternatives might include submitting rough drafts, outlines, and notes for your essay; or having a meeting with one of us to discuss your arguments.

### Missed or late work and extension policy for essays:

Late essay assignments will be subject to a late penalty of **5% per day (including weekends)** of the total marks for the assignment. Assignments submitted five calendar days beyond the due date will be assigned a grade of zero. Assignments handed in after the work has been returned to the class cannot be marked for credit. Accommodations due to late registration into the course will NOT be approved. **Please note that this is the policy of the Department of Political Science at UTM.**

In the case of an absence where you will miss a *final* writing assignment deadline, you may declare your absence through ACORN without submitting supporting documentation. The new UTM policy states: “Students who miss an academic obligation during the term (i.e., in-class assessment, quiz, paper, or lab report) may use the ACORN Absence Declaration Tool (AD) to record an absence in one or more courses. Students may utilize this option once per term for a single absence period of up to seven consecutive days.

The declaration period must include the day of declaration and may include past and/or future dates, for a total of up to 7 calendar days. Use of this declaration does not require supporting documentation and should be used in addition to the missed term work policy outlined in their course syllabus. Students should expect to receive reasonable academic consideration from their instructor without the need to present additional supporting documentation.” You can use this absence declaration tool **only once** per term. Please then email your tutorial leader and either Dr. Nacol (fall term) or Dr. Mathew (winter term) to arrange a new deadline for your assignment.

### Re-marking policy

**You have one month from the date we return your marked essay assignment to request a re-mark.** We follow a two-step process. Your first step should be to write a short memo addressing the feedback you received and explaining your reasoning for requesting a re-mark of your essay. You can submit this by email to the person who marked your essay. That person will read your memo and decide whether or not to alter your mark, and they will contact you in writing about this. If you are not satisfied with the outcome of step one, you are welcome to appeal to Dr. Nacol (fall term) or Dr. Mathew (winter term). You should send Dr. Nacol or Dr. Mathew your original memo requesting the re-mark and all email correspondence with the person who marked your paper. One of us will then evaluate your essay and decide your final mark. We can raise, lower, or keep your mark the same.

### **Academic Integrity**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto Mississauga is a strong signal of each student’s individual academic achievement. As a result, UTM treats cases of cheating and plagiarism very seriously.

[The University of Toronto’s Code of Behaviour on Academic Matters](#) outlines behaviours that constitute academic dishonesty and the process for addressing academic offences. Potential offences include, but are not limited to:

#### In papers and assignments:

1. Using someone else’s ideas or words without appropriate acknowledgement.
2. Submitting your own work in more than one course without the permission of the instructor.
3. Making up sources or facts.
4. Obtaining or providing unauthorized assistance on any assignment.

**Please note:** The use of Generative Artificial Intelligence tools and apps is strictly prohibited in all course writing assignments. This includes ChatGPT and other Artificial Intelligence writing and coding assistants. Use of Generative Artificial Intelligence in this course may be considered use of an unauthorized aid, which is a form of cheating.

All suspected cases of academic dishonesty will be investigated following procedures outlined [in the Code of Behaviour on Academic Matters](#). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other [institutional resources](#).

*If you are not sure whether something counts as plagiarism or academic dishonesty, please don’t hesitate to ask your TA, Dr. Nacol /or Dr. Mathew. We are always here to answer these types of questions and to support your efforts to do honest work!*

## **Student Resources and Support**

Your success in this course is very important to us. Here are some resources we hope you will use if you need them:

### Academic Support

UTM provides academic support to students through the Robert Gillespie Academic Skills Centre. We strongly encourage you to take advantage of their excellent resources: <http://www.utm.utoronto.ca/asc>.

The RGASC staff will also be having special drop-in office hours for our class this year for some assignments, and the dates and times for these will be posted on your assignments.

### Accessibility:

Students with diverse learning styles and needs are welcome in this course. If you have a disability/health consideration that may require accommodation, please approach Dr. Nacol (fall term), Dr. Mathew (winter term) /or the AccessAbility Resource Centre as soon as possible. Accessibility staff (located in room 2037B, Davis Building) are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. Please call 905-569-4699 or email [access.utm@utoronto.ca](mailto:access.utm@utoronto.ca). The sooner you let us know what you need, the sooner we can all work together to help you achieve your learning goals in this course.

### **Reading Assignments and Lecture/Tutorial Schedule:**

This is your weekly schedule for the year. The *average* reading load for this class is about 50 pages per week. The approximate number of pages of each assignment is in brackets next to the assignment. You'll notice that some weeks have heavier reading loads than others, so plan accordingly!

**Note: All readings and resources marked with \*\* are available on the class Quercus site under "Library Reading List."**

**11 September:** Introduction and welcome to the course

### **Unit I: Progress or Regress? Rousseau and Smith on Modern Life**

**18 September:**

Read [44 pages]:

1. Jean-Jacques Rousseau, *Discourse on the Origins of Inequality*, Part 1, in *Fundamental Political Writings*, eds. M. Maguire and D. Williams (Peterborough: Broadview, 2018), pp. 91-135.  
*Recommended: Rousseau's Notes 1-15 (pp. 163-192)*

## 25 September:

Read [27 pages]:

1. Jean-Jacques Rousseau, Discourse on the Origins of Inequality, Part 2, in *Fundamental Political Writings*, eds. M. Maguire and D. Williams (Peterborough: Broadview, 2018), pp. 135-162. *Recommended: Rousseau's Notes 16-19 (pp. 192-195)*

Listen [17 minutes]:

1. Philosophy Bites Podcast episode: [Melissa Lane on Rousseau on Modern Society \\*\\*](#)

## 2 October:

Read [42 pages]:

1. Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations*, ed. E. Cannan (Chicago: UChicago Press, 1977), Book I, ch. 1-2, and 8 (pp. 7-20, pp. 72-97), Book V, ch. 1 (pp. 302-306) \*\*

**9 October: Reading Week, UTM. No lecture/tutorial this week.**

## Unit II: The Social Contract, Revisited: Hume and Rousseau

### 16 October:

Read [35 pages]:

1. David Hume, "Of the Original Contract," in *David Hume on Morals, Politics, and Society*, eds. A. Coventry and A. Valls (New Haven: Yale UP, 2018), pp. 208-223 \*\*
2. Jean-Jacques Rousseau, *Social Contract*, Book I, in *Fundamental Political Writings*, eds. M. Maguire and D. Williams (Peterborough: Broadview, 2018), pp. 201-221.

### 23 October:

Read [32 pages]:

1. Jean-Jacques Rousseau, *Social Contract*, Book II, Book III.15, and Book IV.1-2 in *Fundamental Political Writings*, eds. M. Maguire and D. Williams (Peterborough: Broadview, 2018), pp. 222-248, 279-282, and 286-291.

## Unit III: Revolutions

### 30 October:

Read [35 pages]

1. *Declaration of Independence [as amended and adopted by Congress], July 4, 1776* in Thomas Jefferson, *Political Writings*, eds. J. Appleby and T. Ball (Cambridge: Cambridge UP, 1999), pp. 102-105. \*\*

2. Danielle Allen, *Our Declaration: A Reading of the Declaration of Independence in Defense of Equality* (New York: WW Norton, 2014), ch. 10-12, pp. 85-99. \*\*
3. Thomas Paine, “Common Sense: Thoughts on the Present State of American Affairs” in *Rights of Man, Common Sense, and Other Political Writings* (Oxford: Oxford UP, 2008), pp. 19-35. \*\*
4. [Abigail Adams to John Adams, March 31, 1776](#) \*\*

## 6 November:

Read [25 pages]:

1. “Declaration of the Rights of Man and Citizen” in Jean-Jacques Rousseau, *Fundamental Political Writings*, eds. M. Maguire and D. Williams (Peterborough: Broadview, 2018), pp. 352-354.
2. Olympe de Gouges, “The Rights of Woman (1791)” in Mary Wollstonecraft, *The Vindications: The Rights of Men and the Rights of Woman*, eds. D.L. Macdonald & K. Scherf (Peterborough: Broadview, 1997), pp. 378-392.
3. [Loi le Chapelier \(1791\)](#) \*\*
4. “Petition of the Jews of Paris, Alsace, and Lorraine to the National Assembly (1790), in *The French Revolution and Human Rights: A Brief Documentary History*, ed. L. Hunt (Boston: Bedford Press, 1996), pp. 93-96. \*\*
5. Society of the Friends of Blacks, “Address to the National Assembly in Favor of the Abolition of the Slave Trade (1790),” in *The French Revolution and Human Rights: A Brief Documentary History*, ed. L. Hunt (Boston: Bedford Press, 1996), pp. 106-108. \*\*

## 13 November:

Read [79 pages]:

1. Richard Price, “A Discourse on the Love of our Country (1789), in Mary Wollstonecraft, *The Vindications: The Rights of Men, The Rights of Woman*, eds. D.L. Macdonald and K. Scherf (Peterborough: Broadview, 1997), pp. 355-370.
2. Edmund Burke, “Reflections on the Revolution in France” in *Revolutionary Writings*, ed. I. Hampshire-Monk (Cambridge: Cambridge UP, 2014) pp. 55-82. \*\*
3. Thomas Paine, “The Rights of Man,” in *Rights of Man, Common Sense, and Other Political Writings* (Oxford: Oxford UP, 2008), pp. 89-110 and 190-197. \*\*
4. Mary Wollstonecraft, “A Vindication of the Rights of Men,” in in Mary Wollstonecraft, *The Vindications: The Rights of Men, The Rights of Woman*, eds. D.L. Macdonald and K. Scherf (Peterborough: Broadview, 1997), pp. 37-48.



## 20 November:

Read [56 pages]:

1. Mary Wollstonecraft, “A Vindication of the Rights of Woman,” in Wollstonecraft, *The Vindications: The Rights of Men, The Rights of Woman*, eds. D.L. Macdonald and K. Scherf (Peterborough: Broadview, 1997), Introduction, Ch. 1-3, pp. 109-165.

## 27 November:

Read [67 pages]:

1. Mary Wollstonecraft, “A Vindication of the Rights of Woman,” in Wollstonecraft, *The Vindications: The Rights of Men, The Rights of Woman*, eds. D.L. Macdonald and K. Scherf (Peterborough: Broadview, 1997), Ch. 4, 9 and Ch. 12, pp. 166-197, 277-288; and pp. 298-323.

## 4 December:

Read [21 pages]:

1. [Selections from \*The Code Noir\*](#) \*\*
2. “Letter to the General Assembly from Biassou, Jean-François and Toussaint L’Ouverture, July 1792” in Toussaint L’Ouverture, *The Haitian Revolution*, ed. N. Nesbitt (New York: Verso, 2008), pp. 5-8. \*\*
3. “Haitian Constitution of 1801,” in Toussaint L’Ouverture, *The Haitian Revolution*, ed. N. Nesbitt (New York: Verso, 2008), pp. 45-61. \*\*
4. “The Declaration of Independence, 1 January 1804” in *The Haitian Revolution: A Documentary History*, ed. D. Geggus (Indianapolis; Hackett, 2014), pp. 179-180. \*\*

Listen [47 minutes]:

1. *In Our Time* podcast episode: [The Haitian Revolution](#) \*\*

**Enjoy Your Winter Break!**

## **Unit IV: Happiness, Progress and Liberty**

### **8 January:**

Read [65 Pages]:

1. John Stuart Mill, *Utilitarianism*, in John Stuart Mill, *On Liberty, Utilitarianism, and Other Essays*, eds. Mark Philp and Frederick Rosen (Oxford: Oxford UP, 2015), Ch. II, pp. 120-126. \*\*

2. John Stuart Mill, *On Liberty*, in John Stuart Mill, *On Liberty, Utilitarianism, and Other Essays*, eds. Mark Philp and Frederick Rosen (Oxford: Oxford UP, 2015), Ch. I & II, pp.5-45, Ch. III, pp.62-78. *Recommended: Ch. IV, pp.82-90.* \*\*

### 15 January:

Read [69 Pages]:

1. John Stuart Mill, *Considerations on Representative Government*, in John Stuart Mill, *On Liberty, Utilitarianism, and Other Essays*, eds. Mark Philp and Frederick Rosen (Oxford: Oxford UP, 2015), Chapters II-IV, pp. 191-234. *Recommended: Ch. XVIII pp. 388-406.* \*\*
2. John Stuart Mill, *On the Subjection of Women*, in John Stuart Mill, *On Liberty, Utilitarianism, and Other Essays*, eds. Mark Philp and Frederick Rosen (Oxford: Oxford UP, 2015), Ch. I, pp. 409-435. \*\*

### 22 January:

Read [90 Pages]:

1. Nakae Chōmin, *A Discourse by Three Drunkards on Government*. Trans. & ed. Noboku Tsukui; ed. Jeffrey Hammond (Boston: Weatherhill, 1984), pp 47-137. \*\*

## Unit V: Slavery and Freedom

### 29 January:

Read [61 Pages]:

1. G.W.F. Hegel, *The Phenomenology of Spirit*, trans. A.V. Miller (Oxford: Oxford UP, 1977), “Lordship and Bondage,” pp. 111-119. \*\*
2. G.W.F. Hegel, *Outlines of the Philosophy of Right*, trans. T.M. Knox, ed. Stephen Houlgate (Oxford: Oxford UP, 2008), “Preface” and “Introduction,” pp. 1-52.

Listen [19 Minutes]:

3. Philosophy Bites Podcast episode: [Robert Stern on Hegel on Dialectic](#)

### 5 February:

Read [66 Pages]:

1. G.W.F. Hegel, *Outlines of the Philosophy of Right*, trans. T.M. Knox, ed. Stephen Houlgate (Oxford: Oxford UP, 2008, Part III, Sections 142-169, 181-190, 230-259, pp. 151-171, 179-188 & 215-234.
2. G.W.F. Hegel, *Lectures on the Philosophy of World History*, eds. And trans. Robert F. Brown and Peter C. Hodgson (Oxford: Clarendon Press, 2011), “India” pp. 251-255. \*\*

## 12 February:

Read [approx. 60 Pages]:

1. Frederick Douglass, "What to the Slave is the Fourth of July?" (1852) \*\*
2. Frederick Douglass, *My Bondage and My Freedom*, (New York: Miller, Orton & Mulligan, 1855), Chapters XV, pp. 233-249. \*\*
3. Frederick Douglass, "Lecture on Haiti," pp. 8-44. \*\*

## 19 February: Reading Week, UTM. No lecture/ tutorial this week.

### Unit VI: Alienation, Exploitation and Equal Liberty

## 26 February:

Read [34 Pages]:

1. Karl Marx, *On the Jewish Question*, in Karl Marx, *Selected Writings*, ed. Lawrence H. Simon. (Indianapolis: Hackett Publishing, 1994), pp. 2-21. \*\*
2. Karl Marx, *Toward A Critique of Hegel's Philosophy of Right*, in Karl Marx, *Selected Writings*, ed. Lawrence H. Simon. (Indianapolis: Hackett Publishing, 1994), pp. 28-29. \*\*
3. Karl Marx, *Economic and Philosophic Manuscripts*, in Karl Marx, *Selected Writings*, ed. Lawrence H. Simon. (Indianapolis: Hackett Publishing, 1994), "Alienated Labor," pp. 58-68. \*\*

Listen [15 Minutes]:

1. Philosophy Bites Podcast episode: [Jonathan Wolff on Marx on Alienation](#)

## 4 March:

Read [59 pages]:

1. Karl Marx and Friedrich Engels, *German Ideology*, in Karl Marx, *Selected Writings*, ed. Lawrence H. Simon. (Indianapolis: Hackett Publishing, 1994), pp. 104-132. \*\*
2. Karl Marx and Friedrich Engels, *The Communist Manifesto*, in Karl Marx, *Selected Writings*, ed. Lawrence H. Simon. (Indianapolis: Hackett Publishing, 1994), pp. 157-186. \*\*

## 11 March:

Read [73 Pages]:

1. Karl Marx, *Capital, Volume One*, in Karl Marx, *Selected Writings*, ed. Lawrence H. Simon. (Indianapolis: Hackett Publishing, 1994), pp. 220-225 & 230-243. \*\*

2. Karl Marx, "Imperialism in India," in Marx-Engels Reader, ed. Robert C. Tucker (New York: W.W. Norton, 1978), pp. 653-664. \*\*
3. Peter Hudis and Kevin B Anderson (eds.), *The Rosa Luxemburg Reader*, (New York: Monthly Review Press, 2004), "The Historical Conditions of Accumulation, from The Accumulation of Capital," "Women Suffrage and Class Struggle," and "The Proletarian Women," pp. 47-70, 237-242 & 242-245. \*\*

## **Unit VII: Freedom and Equality: Civilization, Race, Caste, and Gender**

### **18 March:**

Read [82 Pages]:

1. Mohandas K. Gandhi, "*Hind Swaraj*" and *Other Writings*, ed. Anthony J. Parel. (Cambridge: Cambridge UP, 2009), Preface to the English edition, Foreword, Chapters 1-9, 13-14, 16-17 & 20, pp. 5-48, 64-72, 77-97, 110-117. \*\*

### **25 March:**

Read [approx. 75 Pages]:

1. W.E.B. Du Bois, *The Souls of the Black Folk*, (New Haven: Yale UP, 2015), "The Forethought," Chapters I, II & IX, pp. 1-32 & 123-141. \*\*
2. W.E.B. Du Bois, "The African Roots of War" (The Atlantic, May 1915). \*\*
3. W.E.B. Du Bois, *The Oxford W.E.B. Du Bois Reader*, ed. Eric J. Sundquist (Oxford: Oxford UP, 1996). "The Damnation of Women" from *Darkwater* and "What is Civilization," pp. 564-576 & 647-653. \*\*

### **1 April:**

Read [58 Pages]:

1. B.R. Ambedkar, *The Essential Writings of B.R. Ambedkar*, ed. Valerian Rodrigues (Delhi: Oxford UP, 2002), "Outside the Fold," "Castes in India," "Annihilation of Caste," "Democracy," "Representation of Minorities," pp. 321-331, 241-252, 263-277, 284-290, 300-305, 60-64 & 92-94. \*\*

**Have a great summer!**

## **A Timeline of Important Dates for POL 320**

<b>September 18:</b>	Last day to add F/Y courses; waitlists close. Tutorials begin.
<b>October 27:</b>	Fall term critical application paper due.
<b>December 5:</b>	Compare-two-thinkers paper due.

**February 19:** Last day to drop a Y course without academic penalty.  
**March 13:** Winter term critical application paper due.  
**April 5:** Capstone paper due.

## **POL 320 Frequently Asked Questions**

### **Materials:**

#### **Where do I get the readings?**

Paper and e-copies of the books are available for purchase online at the UTM bookstore (and online through different websites, too). The UTM library may also have extra copies to check out.

All readings marked with \*\* are available for download on the class website.

**NOTE:** Some of our library reserves or readings in Quercus are e-books. Here is a video link for you to watch to learn how to access them: <https://www.youtube.com/watch?v=ZUVvuRZ1x1Y> It explains how to access the online reserve readings so that the greatest number of students can use them at one time.

#### **What should I bring to lecture and tutorial?**

*Always* bring your copy of the readings to both lecture and tutorial. We will refer to the readings often and expect you to work with them. You should also bring anything you need to take notes, and any notes you have from readings.

#### **How should I prepare to get the most out of lecture?**

Do the readings *before* coming to lecture. On our class Quercus page, we will post reading questions for you that should help guide you to the major ideas and themes while you read. Try to answer these for yourself or with a study partner before coming to lecture and tutorial. You should also bring any questions you have about the readings with you.

#### **Will additional lecture notes or slides be posted online?**

We will post the lecture outline each week before class on Quercus. You can use this to guide your notetaking in class.

### **Tutorials:**

#### **When do tutorial meetings start?**

Tutorials begin on Monday, September 18

#### **May I switch tutorial sections? How do I do that?**

This will be up to your tutorial leaders. You must ask the tutorial leader of the section you would like to switch into for permission to join. Once you have that person's permission, you must inform your current tutorial leader of the switch.

### **What is the attendance policy for tutorials?**

Tutorial attendance is required and a very important part of your work for POL 320. That said, we know that sometimes you may need to miss for illness or an emergency. We will grant you two “free” absences for the year, no questions asked.

### **How do I earn an excellent mark for my tutorial work?**

First, regular attendance is important. You must be present at tutorial meetings! Second, your engagement will be evaluated. To earn an excellent final mark for tutorial, you should bring your readings, participate in class discussions using these readings, and participate in any in-class activities set out by your tutorial leader. The *quality* of your participation will be as important—or more important—than the *quantity*.

### **Assignments**

#### **What happens if I miss a quiz? Can I make it up later?**

We will take your 12 best quiz scores out of 24 and average them, so we will not be allowing any makeup quizzes or granting any extensions on quizzes.

#### **What is the class policy for late work when it comes to essay assignments?**

We deduct 5% from your final mark for each 24 hours the assignment is overdue. We do not accept any assignments later than five days after the due date. This includes weekends! Please note that this is a department policy for political science.

#### **Can I get an extension on an essay assignment? How do I ask for one? When do I ask for one?**

In the case of an absence where you will miss a *final* assignment deadline, you may declare your absence through ACORN without submitting supporting documentation. You can use this absence declaration tool **only once** per term. Please then email your tutorial leader and either Dr. Nacol (fall term) or Dr. Mathew (winter term) to arrange a new deadline for your assignment.

For us to consider giving you an extension in other cases, you must submit an email to your tutorial leader (cc'ing Dr. Nacol or Dr. Mathew) before the deadline that includes:

1. Information identifying which assignment you need an extension for
2. Information about why you need the extension
2. A new proposed due date

Without all this information in writing, we will not grant an extension.

### **Challenges:**

#### **I feel like I'm struggling in my tutorial, and I want to improve. Whom should I talk to?**

The first person to see is your tutorial leader, in office hours. Your tutorial leader can address your concerns and help you figure out some strategies to improve. If you still have concerns, you are welcome to visit Dr. Nacol (fall term) or Dr. Mathew (winter term) and talk things over with one of us. We are here to assist you and we work as a team for the whole year.

### **These readings are hard! Whom should I talk to?**

Yes, they are—everyone agrees about this, so you are not alone! To help structure your reading, we will post some reading guide questions on Quercus—if you haven't looked at these, try using them as you read.

You should meet with Dr. Nacol, Dr. Mathew /or your tutorial leader to talk over any problems or questions you have about the readings. We are always happy to help you in office hours. You are also welcome to email us with questions, but it's *always* better to come talk in person (or on Zoom) in case you have follow up questions.

### **I'm having a tough time with a writing assignment. Whom should I talk to?**

Luckily, there are plenty of folks who can help you.

Your tutorial leader is a good person to approach, as are Dr. Nacol and Dr. Mathew. We are happy to talk to you about your ideas and how to organize your argument.

We have also set up other support for you, such as drop-in hours at the Robert Gillespie Academic Skills Centre (RGASC). The RGASC is located in Room 3251 on the third floor of the Maanjiwe nendamowinan Building. The RGASC offers individual consultations, workshops (many CCR-accredited), and a wide range of programs to help students identify and develop the academic skills they need for success in their studies. Visit the RGASC website (<https://www.utm.utoronto.ca/asc/our-mission>) to explore their online resources, book a face-to-face or online appointment, or learn about other programming such as Writing Retreats, the Program for Accessing Research Training (PART), drop-in hours for Mathematics, Writing, and Study Skills, and dedicated resources for English Language Learners.

### **Life is hard right now. Whom should I talk to?**

If you are experiencing distress that is affecting your schoolwork, please reach out to Dr. Nacol, Dr. Mathew, or your tutorial leader right away. We are not health care professionals, but we can connect you to someone on- or off-campus who can help you. We are happy to do this at any time; your well-being is important to us. We can work together to keep you on track academically, and we can help you find good resources to take care of yourself.

For a start, here is contact information for UTM's health and counseling centre: <https://www.utm.utoronto.ca/health/health-counselling-centre/contact-us>