

SYLLABUS



Instructor:

E-mail: dobuzins@sfu.ca; tel.: 778-782-3841 (voice-mail only)

All communications with students will be online

Course Description:

What is “modernity” and how does this concept contribute to an understanding of how the western political tradition has evolved in the wake of the Enlightenment period? Does “post-modernity” offer an alternative vision or merely a shift of emphasis? These questions (among others) will be discussed in relation to the writings of major thinkers from the 18th century onward. Modernity is closely associated with liberalism, a perspective according to which justice entails an adequate allocation of rights to freedom and equality. Liberalism itself has branched into several schools of thought: reformist liberalism and classical liberalism. But liberalism has had to contend with critical perspectives, from socialism to postmodernism, feminism, and, today, a populist revolt against the liberal world order. (There is not enough time in the term, however, to discuss contemporary populism at length.)

Students will already have encountered several of the thinkers discussed in this course in POL 210 (or equivalent) but we will revisit their work by situating them in the broader context of modernity and the controversies that unfolded as the project of the Enlightenment took shape, matured and then encountered critical responses.

Texts:

No assigned textbook

Assignments:

Essay (about 12 to 15 pp. double-spaced): 40%

Four 15-minute-long online quizzes ¹	20%
Final Take-Home Exam:	30%
Participation ²	10%

Due Dates:

Essay:	5 April
Take-Home:	20 April at 11:59 pm (submit on Canvas)

The **essay topics** and questions for oral **presentations** are available on Canvas.

Learning Goals:

Students will acquire

- An ability to “decode” political rhetoric and to relate contemporary political controversies to the schools of thought in which they are rooted.
- Historical knowledge relevant to students’ engagement in ongoing political debates.
- Analytical skill useful for discussing materials used in other Political Science courses.

¹ The exams will take place from 4:15 to 4:30 pm (times to be discussed on first class meeting) **1 & 22 February, 22 March, & 12 April.**

² The participation grade is based on a short presentation, followed by the submission of a written follow-up, as well as contributions to the “Discussions” module on Canvas.

11 Jan. Introduction: What is “Modernity”?

Objectives of the course: What do we mean by “modern” political theory?

PART ONE: THE ENLIGHTENMENT

18 Jan. The French EnlightenmentRead:

A.-N. de Condorcet, *Outline of an Historical View of the Progress of the Human Mind* [better known as “Sketch for a Historical Picture of the Progress of the Human Mind”], “Ninth and Tenth Epochs” or pp. 224 to 372

Encyclopedia of Diderot and d’Alembert (1750)

<https://quod.lib.umich.edu/d/did/>

search for entries such as “citizen,” “democracy,” “intolerance,” “natural law,” “reason,” “state of nature,” “tolerance,” etc., also search by authors: Diderot, Rousseau, Voltaire, etc. Explore, be curious!

J.-J. Rousseau, *Discourse on Inequality*, Second Part.

J.-J. Rousseau, *The Social Contract*, Book I, chs. VI to VIII & Book II, chs. I to VII

25 Jan. The Enlightenment in BritainRead:

J. Locke, *Second Treatise*, Book II, chs. 2, 3, 5, 9, 11 & 14

D. Hume, *An Enquiry Concerning the Principles of Morals*, chs. III (Of Justice) & IV (Of Political Society”)

D. Hume, *Essays Moral, Political, and Literary*, Part I “IV, V, XI & XII

1 Feb. The American Founding Fathers & the Civic Republican TraditionRead:

The Federalist Papers, nos. 9, 10, 39, 51, 63 & 84

P. Honohan, “Liberal and Republican Conceptions of Citizenship.” In *The Oxford Handbook of Citizenship*, pp. 83-106.

C.C. Paris “Ancient, Modern, and Post-National Democracy.” In *On Civic Republicanism: Ancient Lessons for Global Politics*, ch. 5

8 Feb. The Political EconomistsRead:

G. Faccarello, “Boisguilbert.” Chapter 9 in H. Kurz & N. Salvadori, eds. *The Elgar Companion to Classical Economics*

A. Smith, *Wealth of Nations* Book I, ch. 1, & Book III ch.1

A. Smith, *Theory of Moral Sentiments*, Part I, Section I, Part II, Section II & Part VI, Section III

L. Dobuzinskis, "Adam Smith and French Political Economy." In *Propriety and Prosperity*, D. Hardwick & L. Marsh (eds.), ch. 4

PART TWO: THE 19TH CENTURY

15 Feb. Holiday/Reading Break

22 Feb. J.S. Mill & the Utilitarian Tradition

Read:

J.S. Mill, *On Liberty*, chs. 1 to 3 & 5

J.S. Mill, *Considerations on Representative Government*, chs. II, VII, VIII & X

H. Sidgwick, *The Methods of Ethics*, Book IV

1 March. Hegel & Historicism

Read:

G.W.F. Hegel, *Elements of the Philosophy of Rights*, section 3 "the State"

F. Beiser, "Historicism." *N The Oxford Handbook of Continental Philosophy*, M. Rosen and Brian Leiter, eds.

8 March Marx & Marxism

Read:

K. Marx & F. Engels, *The Communist Manifesto*, chs. 1 & 2

E. Hobsbawm, *How to Change the World: Reflections on Marx and Marxism*, chs. 10, 11 & 14 to 16

Z. Tar, *The Frankfurt School*, chs. 1 & 3.

PART THREE: CONTEMPORARY THEMES

15 March Rawls & Progressive Liberalism

Read:

J. Rawls, *Justice as Fairness: A Restatement*, Part I §6 to 11, and part II §13 to 17

R. Dworkin, "What is Equality? Part 2: Equality of Resources," *Philosophy and Public Affairs* Vol.10, No.4.(Autumn,1981): .283-345.

W. Kymlicka, *Multicultural Odysseys*, ch. 4

22 March Conservative Liberalism: Hayek & Oakeshott

Read:

F.A. Hayek, *The Constitution of Liberty: The Definitive Edition*, "Introductory Essay" (R. Hamowy), & chs. 1, 10, 11 & 16

M. Oakeshott, "Rationalism in Politics," In *Rationalism in Politics and Other Essays*.

29 March Foucault: Radical Critic or Postmodern Liberal?

Read:

i) *The Voice of the Radical Left*

P.R. Brass, "Foucault Steals Political Science." *Annual Review of Political Science* Vol. 3: 305-330.

D. Taylor, ed. *Michel Foucault: Key Concepts*, PART I: Power

ii) *Foucault's Liberal Temptation* (?)

M. Foucault, *The Birth of Biopolitics*, lectures 2, 3 & 9 to 12

5 Apr. Holiday

12 Apr. Feminist Perspectives

Read:

L. Zerilli, "Politics" in *The Oxford Handbook of Feminist Theory* (downloadable from the SFU Library)

N. Hirschmann, "Feminist Political Philosophy." In *The Blackwell Guide to Feminist Philosophy*

K. Crenshaw, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," *University of Chicago Legal Forum* 139 (1989): 139-168

S. Collins, *The Core of Care Ethics*, chs. 1, 2, 3 & 8

*** ** The Political Science Department Policies *** **

Plagiarism Policy

Plagiarism involves using another author's words without attribution or otherwise presenting another person's work as one's own. It is a fraudulent and serious academic offence that will result in a severe academic penalty. Also, close paraphrasing of another author's work & self-plagiarism, including submitting the same, or substantively the same, work for academic evaluation more than once, are unacceptable practices that will result in a severe academic penalty.

The university policies on academic honesty are available at:

<http://www.sfu.ca/policies/gazette/student.html>

The Department of Political Science's interpretation of this policy can be found at:

<http://www.sfu.ca/content/dam/sfu/politics/documents/Undergraduate/Plagiarism%20Policy.pdf>

All students are responsible for familiarising themselves with these policies. A helpful SFU Library tutorial on plagiarism is at

<https://www.lib.sfu.ca/help/academic-integrity/plagiarism-tutorial>

The DOs and DON'Ts of AVOIDING PLAGIARISM

Do not:

- submit an entire paper or part(s) of a paper or papers that has been written or researched by any other person(s);
- submit a paper as an assignment that has been bought from another person or from a 'paper mill' or essay service; submit a paper or other written assignment that has been submitted at another time or for a different course by yourself or any other student or former student;
- submit material that has been downloaded from a website, without acknowledging (using appropriate citation style) that you have done so;
- take someone else's idea(s) and represent it/them as your own;
- copy any text verbatim, or with only slight variation from the original text, without using quotation marks and documenting the source with proper citation style;

- do not closely paraphrase another's material; either paraphrase completely in your own words, or cite as a direct quotation using quotation marks (in either case, give full credit and details regarding authorship and location of the original material);

Do:

- learn how to cite material properly (there are many good guides on this, including the departmental one);
- use a recognized citation style (eg. APA, MLA, Chicago), according to instructions given by the course instructor, and be consistent in the use of the style throughout any single piece of written work;
- carefully read and make sure you understand the university's policy on academic honesty;
- ask the instructor of this course or other faculty members if you have any questions about plagiarism.

Grade Appeals

Grade Appeals Grade appeal procedures follow guidelines set out in the SFU Policy T20.01, "Grading and the Reconsideration of Grades". Only final grades or written assignments may be appealed. Grades may be raised, lowered, or remain unchanged.

1. Students must first consult with their instructor, providing a written account of why their grade should be changed. The grade will be discussed with the instructor informally.
2. If Step 1 is unsuccessful, students should submit a completed grade appeal form to the Department Chair, along with all of the graded material being appealed. The Department Chair will arrange for a re-evaluation of the work in question and assign a new grade.
3. If a student feels their grade appeal has been dealt with inappropriately at the department level, they may convey their concern to the Dean of the Faculty of Arts and Social Sciences. The Dean will review and confirm the new grade assigned, or initiate an alternate means of reconsideration. The decision of the Dean shall be final, subject only to an appeal to Senate.

Students can access more information about the department's grade appeal policy, and download the grade appeal form at: <http://www.sfu.ca/politics/undergraduate/advising.html>

Department Commitment to Equity, Diversity, and Inclusion

The Department of Political Science seeks to promote the values of Equity, Diversity, and Inclusion in relation to our undergraduate and graduate students, administrative staff, sessional instructors, and faculty members. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of ethnicity/race, culture, religion, ability status, socio-economic status, sexual orientation, gender, gender diversity, citizenship, and national origin. We commit to fostering a departmental climate that is welcoming, respectful, and inclusive as well as ensuring that departmental policies and practices are fair.

Preferred Name & Preferred Gender Pronouns

Generally, class rosters provided to the instructor only include the student's legal name. Please advise the instructor if you wish to be addressed by a different name and/or gender pronoun early in the semester, or before it begins if possible.

Here is a good example of how to inform your instructor through email:

Dear Dr. Sanchez:

I am writing to let you know that the name I go by is _____ and my pronouns are _____.
I will be using this name on all of my coursework. I trust that my pronouns will be respected in class.

Thank you for your understanding and attention to this matter.

Sincerely,

K.C. Ang

Student Behavior

Misconduct with respect to a student, teaching assistant, instructor, or staff member with the intent of humiliating or intimidating that person will not be tolerated.

This course involves participation in discussions and activities that may touch on sensitive and/or controversial topics. We each have different experiences that influence our perspectives of the world. You may feel uncomfortable or disagree with certain ideas or opinions expressed by others or with certain topics in the class. You may also find you share perspectives or experiences with others. The classroom should be a lively and interactive place where information is shared, ideas tested, and issues debated. The expression of ideas grounded in facts and logical reasoning falls under the principle of academic freedom. To facilitate the exchange of ideas for educational purposes, all class participants must engage with each other respectfully. Moreover, students must be afforded a reasonable amount of confidentiality within the classroom: please do not share others' comments without their permission. As a student, you should expect the professor of the course to be prepared for each class and to treat each student with respect and compassion. Students will in turn come to each class prepared to engage, complete readings and assignments on time, and will adhere to the university's academic standards including those governing student conduct and academic dishonesty. The following link will provide further guidance on the Universities student rules and policies: <https://www.sfu.ca/policies/gazette/student.html>