



<i>Dept. of Political Science</i>	 UNIVERSITY OF CALGARY	<i>Faculty of Arts</i>
	<i>Course Syllabus</i>	
POLI 409 L01		Fall 2018
<i>Foundations of Modernity</i>		
Pre-requisite: POLI 310		
Dr. Joshua D. Goldstein		
<i>Mon / Wed / Fri 3:00 – 3:50 pm</i>		Room ST 128

CONTACT INFORMATION & OFFICE HOURS:

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Office: Social Science Tower, rm 728

Office Hours:

Tues. 2:00 pm – 3:00 pm

Wed. 4:00 pm – 5:00 pm

Thurs. 1:30 pm – 2:30 pm

Other times by appointment (please email).

Tel: (403) 220-6090

COURSE OVERVIEW:

Today, individual freedom is one of our central political values. It is both an aspiration and a political anxiety, for we wish it to be deepened and extended even as we worry that individual freedom might undermine that which we share. A concern for individual freedom can be found throughout the history of the West and the history of Western political thought. Yet, for most of the history of the West, individual freedom has been taken seriously as a *good in itself*. From the

classical Greeks, through the Romans, to the Medieval period (roughly 500 BCE to 1500 CE), individual freedom was taken, not as a condition or quality of *intrinsic worth*, but merely as a *precondition* for the pursuit of other goods that were themselves of true worth.

Thus, we might say for the Greeks and Romans that in order to practice philosophy or practice politics, I must be a free man and not a slave—i.e., I must not be controlled by another and I must have the space to search for and make the objective good a part of my life. For the medieval religious and philosophic traditions, (ideally) my conscience and judgment must not be compelled by another. In this way, I might come to the demands of faith and commitment of my own accord, even as the demands of faith and commitment are not subjectively, but objectively given. Similarly, communities as a whole must be free—not controlled by another—in order that their conceptions of the philosophic and political good not be lost. In each of these cases, though, freedom is not the end or ultimate value, but the *instrument* through which the pursuit of those things of ultimate value might be achieved.

However, as the European Enlightenment spread, deepened, and began to transform political, social, and intellectual life in the 18th to early-19th centuries, we witness two unique foundations for modernity emerge: an emphasis on the individual as always already embedded within a world *not of their choosing*; and, an emphasis on the possibility that each individual *ought nonetheless be at home in that world*. It is this condition of being at home—and seemingly unsolvable problem of how to be so—becomes *the modern problem of freedom*.

In this course we are going to examine three different attempts to think through what this thorough-going freedom—to be at home with oneself and at home with the world—as the highest values of life and community might mean.

First, we begin with Jean-Jacques Rousseau's *Emile*, a work alternatively wondrous and monstrous in its attempt to show how nature provides us the possibility of living as a free being at home in the world in all of its physical, emotional, intellectual, romantic, and religious dimensions. *Second*, we turn to Immanuel Kant as he develops the most famous and profoundly influential but also austere account of individual freedom as a particular way of willing. *Finally*, we look at John Stuart Mill's attempt to understand freedom as a space for diversity in a way that has deeply shaped how we think about the good and limits of freedom.

As we expect, each of those thinkers will question what freedom demands of us in relationship to others, whether individuals as our community, our fellow citizens, and, intriguingly, in our intimate partners with whom we bind our lives. In this course, we will focus, along with our thinkers, on this question of what freedom means and what it means for these intimate relations.

REQUIRED TEXTS:

It is very strongly recommended that you purchase the following three books. They are all available from the UC Bookstore. Most of our readings will come from these books in whole or in part.

1. Jean-Jacques Rousseau, *Emile: Or On Education* (trans. Allan Bloom) (New York: Basic Book, 1979)
2. Immanuel Kant, *Kant: Practical Philosophy* (ed. Mary J. Gregor) (New York, NY: Cambridge University Press, 1999)
3. John Stuart Mill, *On Liberty and Other Essays* (Oxford World's Classics) (New York, NY: Oxford University Press, 2008).

In addition, there will be two readings on Kant and sexual ethics which will be made available electronically through D2L:

4. Immanuel Kant, *Lectures on Ethics* (ed. Peter Heath and J.B. Schneewind) (trans. Peter Heath) (Cambridge: Cambridge University Press, 2001), pp. 144–162.
5. Immanuel Kant, 'Maria von Herbert's Challenge to Kant' (ed. Rae Langton) (full essay at <http://homepages.ed.ac.uk/rhl/maria.html>).

ASSIGNMENTS:

This course has three sorts of assignments: (A & B) shorter essays on specific aspects of Rousseau and Kant; (C) a final paper that includes Rousseau, Kant, and Mill; and, (D) on-line discussion participation related to the week's lectures. A summary of the all the assignments can be found in the chart below. The schedule of assignments (and readings) for the course can found on the next page.

Problems with grammar and spelling will harm an assignment's grade only insofar as they substantively interfere with the meaning of your argument and evidence.

1. **Shorter Essays:** you will need to complete two essays: *one* from Group A, and *one* from Group B. You will have your choice of which essay assignment to do (these choices are labelled A1–A4 and B1–B4 respectively on the schedule). Group A essays are worth 15%; Group B essays are worth 25%, for a total of 40% of your final grade.
2. **Final Paper:** You will need to write one final paper that deals with material from the entire course. This assignment is labelled C on the schedule. It is worth 45% of your final grade.
3. **Discussion:** You will need to participate in five weeks of on-line discussion. Each week of participation is worth 3% for a total of 15% of your final grade. This assignment is labelled D1 to D5 on the schedule which appears on the next page.

SUMMARY OF ASSIGNMENTS

WHEN	WHAT	WORTH	REQUIREMENTS	INSTRUCTIONS (additional information to be provided)	LATE PENALTY
Essays (one from A1–A4; one from B1–B4)					
Between Week 4 and 7	Do <i>one</i> essay from Assignment A	15% of final grade	Between 500–750 words	<ul style="list-style-type: none"> You only need to do <i>one</i> essay from Group A and one from Group B; Each essay will be a tightly-focused investigation of some aspect of the thinker's position covered so far in the readings and lectures. The essay will involve analysis and argument; Your assignment will be submitted on-line through D2L by 11:59 pm on the last class of the week. 	-2% per day <i>including</i> weekends
Between Week 9 and 12	Do <i>one</i> essay from Assignment B	25% of final grade	Between 1,000–1,500 words		
Final Paper (C1)					
Week 13, last class	Do <i>the</i> Final Paper, Assignment C	45% of final grade	Between 2,500–3,500 words	<ul style="list-style-type: none"> You must do Assignment C; This assignment is a long paper that allows you to analyze, synthesize, and develop a well-supported argument that encompasses the works covered in the course as a whole; Your assignment will be submitted on-line through D2L by 11:59 pm on the last class of the week. 	-2% per day, <i>not</i> including weekends
On-line Discussion Participation (all of D1–D5)					
Between Week 3 and 11	Participate in on-line Discussions (D1 – D5)	15% of final grade (3% x 5 Weeks)	At minimum, several short, good posts each week	A conversation, on-line, held with your colleagues on a question posted by the Professor. Your posts should be short, conversational, and frequent. They will be evaluated for: (1) insightfulness; (2) textual support; (3) ability to stimulate discussion; and (4) respectfulness to others.	Not Applicable

OVERVIEW OF GRADING SCHEME

A+ =	95–100	B+ =	77–79	C+ =	67–69	D+ =	57–59
A =	85–94	B =	73–76	C =	63–66	D =	50–56
A– =	80–84	B– =	70–72	C– =	60–62	F =	0–49

SCHEDULE OF READINGS, ASSIGNMENTS & DISCUSSION GROUPS

#	WEEK Begins On	SUBJECT	REQUIRED READINGS OR SUBJECT MATTER {* = total number of pages per week to be read}	ASSIGN- MENTS	DISCUS- SION WEEKS	
1	* Fri. Sept. 7 *	INTRO	<i>No Readings Required</i>			
2	Mon. Sept. 10	ROUSSEAU	<i>Emile</i> , Preface (pp. 33–36); Bk. I (pp. 37–74) ; and Bk. II (pp. 77 – 113) {77*}			
3	Mon. Sept. 17		<i>Emile</i> , Bk. II (pp. 113–163); and Bk. III (pp. 165–187) {72*}		D1	
4	Mon. Sept. 24		<i>Emile</i> , Bk. III (pp. 187–208); and Bk. IV (pp. 211–266) {76*}	A1		
5	Mon. Oct. 1		<i>Emile</i> , Bk. IV (pp. 266–355) {89*}	A2	D2	
6	* Wed. Oct. 10 * No Class Mon. Oct. 8: Thanksgiving		<i>Emile</i> , Bk. V (pp. 357–419) {62*}	A3		
7	Mon. Oct. 15		<i>Emile</i> , Bk. V (pp. 419–480) [you can skim pp. 459–466] {61*}	A4	D3	
8	Mon. Oct. 22		KANT	<i>An Answer the Question: What is Enlightenment?</i> (pp. 11–22); <i>'On the Common Saying: That May Be Correct in Theory, but It Is of No Use in Practice'</i> (pp. 273–291) {29*}		
9	Mon. Oct. 29	<i>'On the Common Saying: That May Be Correct in Theory, but It Is of No Use in Practice'</i> (pp. 291–310) <i>Groundwork for the Metaphysics of Morals</i> , Preface (pp. 43–48); and First Section (pp. 49–60); and, Second Section (pp. 61–72) {46*}		B1	D4	
10	Mon. Nov. 5	<i>Groundwork for the Metaphysics of Morals</i> , Second Section (pp. 72–93) [in <i>Kant: Practical Philosophy</i>] {21*}		B2		
Nov. 11–17		<i>Mid-Term Break</i>				
11	Mon. Nov. 19	<i>Lectures on Ethics</i> (pp. 144–162); and, 'Maria von Herbert's Challenge to Kant' (pp. 1–6) [both available on D2L] {24*}		B3	D5	
12	Mon. Nov. 26	J.S. MILL	<i>On Liberty</i> , Chs. I–II (pp. 5–61) {56*}	B4		
13	Mon. Dec. 3		<i>On Liberty</i> , Chs. III–V (pp. 62–128) {66*}	C		

LEGEND FOR ASSIGNMENTS

A1 to A4 =	Choices for the First Shorter Essay	C =	Final Paper
B1 to B4 =	Choices for the Second Shorter Essay	D1 to D5 =	On-line Discussion Group Participation Week

IMPORTANT DEPARTMENTAL, FACULTY AND UNIVERSITY INFORMATION**Absence From A Mid-Term Examination:**

Students who are absent from a scheduled term test or quiz for legitimate reasons (e.g. illness with the appropriate documentation) are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral Of A Final Examination:

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Appeals:

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

University Regulations:

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Plagiarism And Other Forms Of Academic Misconduct:

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Freedom Of Information And Protection Of Privacy (FOIP):

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Evacuation Assembly Points:

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints

Note the assembly point nearest to your classroom.

Faculty Of Arts Program Advising And Student Information Resources:

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Library Block.

Important Contact Information:

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year). Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives. Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: ask@gsa.ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellness-centre/>

Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>