






<i>Dept. of Political Science</i>	 UNIVERSITY OF CALGARY	<i>Faculty of Arts</i>
	<i>Course Syllabus</i>	
POLI 409 L01		Fall 2020
<i>Foundations of Modernity</i>		
Pre-requisite: POLI 310		
Dr. Joshua D. Goldstein		
<i>Web-Based Lecture Delivery</i>		M/W/F Optional live recording 3–3:50 pm Recordings normally available after 4 pm

CONTACT INFORMATION & OFFICE HOURS:

Instructor: Dr. Joshua D. Goldstein

E-mail: joshua.goldstein@ucalgary.ca

Office: via Zoom Meetings

Office Hours:

Tues. 11:00 am – 12:00 pm

Wed. 4:00 pm – 5:00 pm

Thurs. 2:00 pm – 3:00 pm

Other times by appointment (please email).

Tel: (403) 220-6090

Course Web Site (D2L): <http://d2l.ucalgary.ca>

Zoom links to live recording of lectures and office hours will be found on the course D2L page under Contents > Zoom Links

COURSE OVERVIEW:

Today, individual freedom is among our central political values in the West. Yet, it is both an aspiration and a political anxiety. As an aspiration, we wish individual freedom to be deepened and extended. As a moment of political anxiety, we worry about two things. On the one hand, we

worry that individual freedom might undermine *our sharing together—our common good or common purpose—as a value*. On the other hand, we want our claims to individuality nonetheless to be affirmed and supported and promoted by other—i.e., we do not want our individuality to be a matter of *indifference to the world*. This course explores how, in the midst of Western modernity (18th and 19th-century), these aspirations and anxieties, these aspirations and anxieties were theorized and how solutions to individual living were put proposed in order that we might live better.

Now, 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 *not* been taken seriously as a *good in itself*. For, from the classical Greeks, through the Romans, to the Medieval period (roughly 500 BCE to 1500 CE), individual freedom was grasped and presented not as aspiration or something of *intrinsic worth*. Rather, it was merely a *condition* practically necessary, for some at some points, for the pursuit of truly objective and intrinsically worthy goods.

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 so that I can find my way to God or the universal law without being compelled by the corruptions of this world. Similarly, *communities as a whole* must be free—not controlled by another—in order that their shared conceptions of the philosophic and political goods, their unique ways of shared life, not be lost. Again, though, in each of these pre-modern cases, freedom is *not the end or ultimate value*. It is merely the *instrument* through which the pursuit of those things of ultimate, objective value might be achieved.

In contrast, modernity from its birth in the 15th century is marked by the attempt to think individualism. In one of its first systematic forms, in the continental European Enlightenment (17th and 18th centuries), this attempt takes the form of asking that the world measure up to the bar of reason as exercised by the individual mind. In another, parallel systemic form, the emergence of liberalism in England (beginning in the 16th century to today), sought to understand all of reality in terms a conception of radically individual activity, needs, and instrumental rationality.

In this course, we will focus on three thinkers each of whom articulates in the more rigorous, thoughtful, and serious way the attempt to make sense of the aspiration of individual liberty. They do so by, each: (i) attempting to find a ground for this aspiration that can support it against the challenges and pressures of politics, society, economic life; (ii) locate a solution to the anxiety that doing so might destroy all that we share collectively through culture and individually in being with others; and, (iii) map out the contours of a new collective life in which individual freedom has its proper place, support, and nourishment.

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.

REQUIRED TECHNOLOGY:

You will need an electronic device that allows you to write and upload assignments as an MS Word or equivalent file, post things to D2L discussion forums, have access to on-line posted lectures (if you don't want to watch them live on Zoom), and (optionally) participate in synchronous video conferencing via Zoom. If you are reading this sentence on-line, it is likely that you are doing just fine in terms of the required technology.

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 Books, 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 four assignments: (i) one shorter essays on specific aspects of Rousseau (Assignment A); (ii) another shorter essay on specific aspects of Kant (Assignment B); (iii) a final paper that includes Rousseau, Kant, and Mill (Assignment C); and, (iv) on-line discussion participation related to the week's lectures (Assignment D). 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.

Writing Statement: 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 Assignment A, and *one* from Assignment B. You will have your choice of which essay within the assignment to do (these choices are labelled A1–A3 and B1–B3 respectively on the schedule). Assignment A essays are worth 15%; Assignment 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 Assignment 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 2% for a total of 10% of your final grade. This assignment is labelled D1 to D5 on the schedule which appears on the next page.

If a student misses a required course component, please get in touch the instructor as soon as possible.

SUMMARY OF ASSIGNMENTS

DUE	ASSIGNMENT	WORTH	REQUIREMENTS	INSTRUCTIONS (additional information to be provided)	LATE PENALTY
Essays (<i>one</i> from Assignment A1–A3; <i>one</i> from Assignment B1–B3)					
Between Week 5 and 7	Do <i>one</i> essay from Assignment A	20% of final grade	Between 750–1000 words	<ul style="list-style-type: none"> You only need to do <i>one</i> essay from Assignment A and one from Assignment B; Each essay will a tightly-focussed 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 11	Do <i>one</i> essay from Assignment B	30% of final grade	Between 1,000–1,500 words		
Final Paper (Assignment C)					
Week 13, last class	Do <i>the</i> Final Paper, Assignment C	40% 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 (<i>all of</i> Assignment D1–D5)					
Between Week 3 and 11	Participate in on-line Discussions (Assignments D1 – D5)	10% of final grade (2% 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+ = 91–100	B+ = 77–79	C+ = 67–69	D+ = 55–59
A = 85–90	B = 73–76	C = 63–66	D = 50–54
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	Wed. Sept. 9* *Semester Starts	INTRO	<i>No Readings Required</i>			
2	Mon. Sept. 14	ROUSSEAU	<i>Emile</i> , Preface (pp. 33–36); Bk. I (pp. 37–74) ; and Bk. II (pp. 77 – 113) {77*}	—	—	
3	Mon. Sept. 21		<i>Emile</i> , Bk. II (pp. 113–163); and Bk. III (pp. 165–187) {72*}		D1	
4	Mon. Sept. 28* *Recorded Lecture for Mon. Sept 28		<i>Emile</i> , Bk. III (pp. 187–208); and Bk. IV (pp. 211–266) {76*}		—	
5	Mon. Oct. 5		<i>Emile</i> , Bk. IV (pp. 266–340) {74*}	A1	D2	
6	Wed. Oct. 14* *No Class Mon. Oct. 12: Thanksgiving		<i>Emile</i> , Bk. IV (pp. 340–355); and Bk. V (pp. 357–419) {77*}	A2	—	
7	Mon. Oct. 19		<i>Emile</i> , Bk. V (pp. 419–480) [you can skim pp. 459–466] {61*}	A3	D3	
8	Mon. Oct. 26		KANT	<i>An Answer the Question: What is Enlightenment?</i> (pp. 17–22); <i>On the Common Saying: That May Be Correct in Theory, but It Is of No Use in Practice</i> (pp. 279–304) {30*}	—	—
9	Mon. Nov. 2	<i>On the Common Saying: That May Be Correct in Theory, but It Is of No Use in Practice</i> (pp. 304–309) <i>Groundwork for the Metaphysics of Morals</i> , Preface (pp. 43–48); and Section I (pp. 49–60); and, Section II (pp. 61–73) {31*}		B1	D4	
				<i>Fall Reading Break</i>		
10	Mon. Nov. 16	<i>Groundwork for the Metaphysics of Morals</i> , Section II (pp. 73–93) and Section III (pp. 94–96) [in <i>Kant: Practical Philosophy</i>] {23*}		B2	—	
11	Mon. Nov. 23	<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. 30	J.S. MILL	<i>On Liberty</i> , Chs. I–II (pp. 5–61) {56*}	—	—	
13	Mon. Dec. 7* *No Class Friday Dec. 11: End of Semester		<i>On Liberty</i> , Chs. III–V (pp. 62–128) {66*}	C	—	

LEGEND FOR ASSIGNMENTS

A1 to A3 =	Choices for the First Shorter Essay	C =	Final Paper
B1 to B3 =	Choices for the Second Shorter Essay	D1 to D5 =	On-line Discussion Assignment Participation Week

IMPORTANT DEPARTMENTAL, FACULTY AND UNIVERSITY INFORMATION**IMPORTANT POLICIES AND INFORMATION****Supporting Documentation and the Use of a Statutory Declaration**

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons 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.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Required Access to Technology

Please see the University's resource page at https://ucalgary.service-now.com/it?id=kb_article&sys_id=86e7438013753ac06f3afb2e144b031

Copyright Legislation

As stated in the University of Calgary Calendar, Academic Regulations, "students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy."

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-electronic-resources-and-information-policy.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites

such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

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.

Faculty of Arts Program Advising and Student Information Resources

For program planning and advice, please consult with the Arts Students' Centre by calling 403-220-3580 or by email at 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].

Important Contact Information

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: askgsa@ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

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