

POLI 411 (L01): Recent Critics and Defenders of Enlightenment

Pre/Co-Requisites: POLI 328 or POLI 310	
Instructor: Dr. Regina Cochrane	Lecture Location: ES 054
Phone: 403-210-9434	Lecture Days/Time: Tuesdays, 5-7:45PM
Email: r.cochrane@ucalgary.ca	
Office: SS 706	Office Hours: Tuesdays, 11-1 (via zoom—confirm beforehand by email) and by appointment

COURSE DESCRIPTION

Most commentators on the field of recent political thought cite, as one of its characteristic features, the rise to prominence of orientations influenced by postmodernist and poststructuralist philosophy and the ensuing debates on Enlightenment modernity to which such orientations are giving rise. Beginning with its emergence out of 18th century liberalism, Enlightenment modernity generated—and continues to generate—strong opposition from anti-liberal aristocratic and pre-modern religious forces. Contemporary challenges to Enlightenment, however, are originating not only from the updating of ideas associated with this traditional “True Right”—to be distinguished from the present-day neoliberal “liberal right”—but also, and even *primarily*, from within a liberal and socialist left that is itself an outgrowth of the very Enlightenment modernity that some of its former proponents now interrogate. Whereas its traditional opponents took issue with aspects of Enlightenment’s call for universal equality and rational critique as well as with its focus on the individual, postmodern critics tend to focus instead on what they view as Enlightenment modernity’s tendency to ignore and even obliterate cultural differences.

The contemporary “postmodern condition” has been marked by growing opposition to various forms of cultural homogenization as well as by environmental and economic crises that are increasingly being attributed to Enlightenment’s technocratic and capitalist agendas. This, in turn, has led to a series of questions, like the following, about the essential nature of Enlightenment modernity: Is the Enlightenment project fundamentally about liberation or domination? Or, can it be about both simultaneously? Are contemporary cultural, environmental, and economic crises the inevitable outcome of Enlightenment’s homogenizing, technocratic, and capitalist tendencies? Or, does Enlightenment modernity play a role in addressing such crises? What are the consequences of a radical rejection of Enlightenment modernity and the blurring of right and left in an era characterized not only by cultural, environmental, and economic crises but also by calls for re-traditionalization, the rise of ethnic and religious fundamentalisms, and the growing prominence of right-wing populisms?

COURSE OBJECTIVES & LEARNING OUTCOMES

1. To attain a basic knowledge of recent debates in political thought on the nature of Enlightenment modernity by exploring the approaches of some of its most important mid- to late-twentieth and early twenty-first century critics and defenders.

2. To achieve an introductory-level understanding of contemporary postmodern and poststructuralist thought by examining its roots in the Kantian sublime, its treatment of Enlightenment modernity, and its similarities and differences with some recent versions of traditional counter-Enlightenment thought – i.e., contemporary communitarian and Far Right orientations.

3. To critically analyze a small sample of competing interpretations of a few central thinkers in these debates on Enlightenment – for example, Foucault and Adorno – in order to acquire an appreciation for the need to move beyond simplistic interpretations and to engage in deeper, more careful readings.

REQUIRED TEXTBOOK(S)

- Tzvetan Todorov, *In Defence of the Enlightenment*. Trans. Gila Walker. London: Atlantic Books, 2009.*
- Jean-François Lyotard, *The Postmodern Condition: A Report on Knowledge*. Trans. Geoff Bennington and Brian Massumi. Manchester: Manchester University Press, 1984.*
- A selection of book chapters and articles from e-books, books, and journals, posted in the “course readings” file on d2l.

***Note:** Both texts are currently out of print. However, the Todorov text can be purchased in a very inexpensive kindle edition (from Amazon.co.uk) that can be downloaded on laptops and ipads, using a free app. It is also available as an e-book at the TFDL. Two copies of the Lyotard text will be available on reserve at the TFDL.

COURSE COMPONENT WEIGHTS AND DUE DATES

COMPONENT	WEIGHTING	DUE DATES
Class Participation	10%	term
Midterm Exam	40%	March 14
Take-Home Essay Exam	50 %	April 14
Total	100%	

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

COURSE SCHEDULE & TOPICS

DATE	TOPIC	READINGS*
Jan. 10	1. Introduction: What is Enlightenment?	- Todorov, <i>In Defense of the Enlightenment</i> , pp. 1-40 - Kant, “An Answer to the Question: What is Enlightenment?,” <i>Perpetual Peace and Other Essays</i> , pp. 33-46
Jan. 17 and 24	2. The Liberal Defence of Enlightenment	- Todorov, <i>In Defense of the Enlightenment</i> , pp. 41-151
Jan. 24 and 31	3. Lyotard’s Postmodern Interrogation of Enlightenment Modernity	- Lyotard, <i>The Postmodern Condition</i> , pp. 3-82 - Kant, excerpt, <i>Critique of Judgement</i> , pp. 82-106 - Lyotard, excerpt, <i>Lessons on the Analytic of the Sublime</i> , pp. 50-60
Feb. 7 and 14	4. Foucault’s Poststructuralist Critique and “Recuperation” of Enlightenment	- Foucault, <i>The Order of Things</i> , pp. 344-387. - Foucault, “What is Enlightenment?,” <i>The Foucault Reader</i> , ed. Rabinow, pp. 32-50 - Foucault, “Two Lectures,” <i>Power/Knowledge</i> , pp. 78-108

		- Foucault, (various journal articles). In Afary and Anderson, <i>Foucault and the Iranian Revolution</i> , pp. 194-198, 203-209, 210-213, 220-223, 263-267 - Foucault, <i>The Birth of Biopolitics</i> , pp. 239-265
Feb. 21	Reading Week	- no class
Feb. 28 and Mar. 7	5. Horkheimer and Adorno's Negative Dialectical Assessment of Enlightenment	- Adorno, <i>Negative Dialectics</i> , pp. 3-12, 33-37, 52-53, 140-163 -Horkheimer and Adorno, <i>Dialectic of Enlightenment</i> , pp. 3-42
March 14	Midterm Exam	
Mar. 14 and 21	6. MacIntyre's Communitarian Refusal of Enlightenment	- MacIntyre, "The Rationality of Traditions," <i>Whose Justice? Which Rationality?</i> pp. 349-369 - MacIntyre, "Tradition Against Encyclopaedia," <i>Three Rival Versions of Moral Enquiry</i> , pp. 170-195
Mar. 28 and Apr. 4	7. Habermas's Defence of Enlightenment as an "Unfinished Project"	- Habermas, "Modernity: An Unfinished Project." In Passerin d'Entreves and Benhabib (ed.), <i>Habermas and the Unfinished Project of Modernity</i> , pp. 38-55 - Habermas, "Taking Aim at the Heart of the Present: On Foucault's Lecture on Kant's <i>What is Enlightenment?</i> " In Kelly (ed.), <i>Critique and Power</i> , pp. 149-154 - Habermas, "Equal Treatments of Cultures and the Limits of Postmodern Liberalism," <i>Between Naturalism and Religion</i> , pp. 271-311
Apr. 11	8. The Counter-Enlightenment Stance of the Contemporary Far Right	- Benoist and Champetier, "The French New Right in the Year 2000," <i>Telos</i> 115: 117-144
April 14	TAKEHOME EXAM DUE	

Please note that the above schedule is tentative and may change as the need arises.

PARTICIPATION

Participation requires, before anything else, actually being present in class. Given that many of the readings we will discuss in this class are complex, discussions are important and attending class is therefore essential. Some course notes will be posted on d2l ("Course Notes" file). However, these represent—at most—limited summaries of main points and in no way compensate for class lectures and discussions. Consequently, class attendance will be taken and counted for 5% of the course grade. Participation also entails preparing for class by reading the assigned chapters/articles. The rest of the participation mark (5%) will be based on the overall quality—rather than just the quantity—of a student's contributions to class discussion. Good participation also requires treating other students and the instructor with respect—i.e., not interrupting or attempting to dominate class discussions—as well as engaging in dialogue and debate with classmates and the instructor. Please note that important updates and announcements will be regularly posted on d2l and/or sent out via email. *Therefore, it is the students' responsibility to regularly check both the d2l site and their University of Calgary email accounts.*

MID-TERM EXAMINATION

The midterm exam, which will be written in class on March 14 (time allotted 75 minutes), will be composed of two essay questions—chosen by the course instructor—from a list of 5-6 study questions

posted on d2l (“Assignments File”) on March 7. No access to course texts, notes, or internet will be permitted during the writing of this exam. The content, depth of analysis, and quality of the writing will all be considered in the grading of this essay exam. Students who miss the midterm must provide appropriate documentation in order to schedule a make-up exam.

FINAL EXAMINATION

Final Exam	Yes
Format	Take-home essay exam
Type	2 essays questions (6-7 pages each, double-spaced, 12-point font, 1” margins, including citations)
Aids	open book (based on course readings and lectures, no outside research)

Note: The questions for this exam will be posted on d2l (“Assignments File”) by 9 AM March 20. It should be submitted by Friday, April 14, at midnight, via the course dropbox on d2l. Students who have some serious reason for submitting this exam late should consult with the instructor about this **before** the exams are due and be prepared to apply appropriate documentation. The content, depth of analysis, and quality of the writing will all be considered in the grading of this essay exam. Students are advised to keep a copy of their exam until their final course grade has been released.

WRITING STATEMENT

Written assignments are often required in Political Science courses, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

GRADING SCALE: The following grading scale will be used:

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)

LATE PENALTIES

Students who, for some serious reason, will be late in handing in their take-home exams must consult with the instructor about this **before** this work is due. Assignments submitted after the deadline, without prior consultation and/or appropriate documentation, may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

INSTRUCTOR GUIDELINES

Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet outside of office hours, please email to make an appointment. It is to the student’s advantage to keep such appointments.

Email is a common form of communication but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one on one meeting outside of these hours.

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be

considerate of others and switch off all cell phones when you enter the classroom. Sending/receiving texts and browsing the Web is extremely disruptive to others and will not be tolerated.

IMPORTANT POLICIES AND INFORMATION

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.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at: https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22_deferral-of-term-work_lapseGrade.pdf

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

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>.

Reappraisal of Grades:

For Reappraisal of Graded Term Work, see Calendar I.2

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

For Reappraisal of Final Grade, see Calendar I.3

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Misconduct:

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

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.

Recording of Lectures:

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

Academic 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. 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 <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

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) Act:

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation:

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

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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 <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

Important Dates:

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

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: 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/>.