

POLI 418 (L01) (Paradoxes of Modernity)

Pre/Co-Requisites: POLI 310 or POLI 326 and 328

Instructor: Dr. Joshua D. Goldstein

Lecture Location: MS 217

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Lecture Days/Time: MWF 10:00 – 10:50

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Office Hours:	Monday	1:30 pm – 2:30 pm
	Wednesday	3:00 pm – 4:00 pm
	Friday	2:00 pm – 3:00 pm

COURSE DESCRIPTION:

There is a paradox in European modernity (a period roughly between the late-17th to the late-19th centuries).

On the one hand, European modernity is characterized by the political and philosophic emergence of a still-now attractive constellation of values, e.g., respect for the individuality, formal equality of persons, a sphere of public and private freedom as vital for life, the regulation of that life based on law, a generalized consent of the governed or a just participation of individuals in political and economic life, increasing removal of social, economic, and political wrongs, and their replacement with an ever increasing rational order in which all individuals and groups might experience themselves as at home. The archetypes of this philosophic and social European modernity are England (as the site of economic liberalism), France (as the site for equality and dignity of the citizen), and Germany (as the site for the rational ordering and culmination of cultural and philosophic life).

On the other hand, this very same European modernity culminates in a world characterized in its external relations by the most sustained, organized, and committed acts of global domination, colonization, enslavement, and cultural and physical destruction of peoples which humanity has ever experienced. And, in its internal relations, by total systems of exploitation, impoverishment, alienation, and systematic and legalized exclusion, and slavery—the legacies of which continue to this very day in all the places touched by England, France, and Germany in their playing-out of European modernity.

This course is an invitation for us to think through the *nature*, *experience*, and *solutions* to this paradox of modernity. We do so in two interconnected ways.

First, and very briefly, we establish three large and unique dynamics that give force and direction to European modernity: the ideal of *individual property* as the central articulation of life activity (here we read John Locke), the ideal of *universal development* of human individuals and human societies along a single unfolding path (here we read Immanuel Kant), and, the ideal of *recognition* as the way we are truly at home in the world (here we read G.W.F. Hegel).

Second, we spend the majority of the course working through foundational essays and books by three powerful thinkers: Emma Goldman (1869–1940), W.E.B. Du Bois (1868–1963), and Frantz Fanon (1925–1961).

Why these three? Each stood in a unique *biographical, spatial* and *temporal* relation to the paradoxes of modernity. *Biographically* and *spatially*, each finds themselves in the *periphery* of European modernity: Goldman, a Lithuanian Jewish woman exiled from the Russian Empire to the USA and then to Canada; Du Bois, a Black man born in the USA, just after the emancipation of the slaves but living through the reimposition of his systemic, legal exclusion from life through “Jim Crow”; and Fanon, a Black man born in the outer reaches of the French empire, in its overseas territory of Martinique in the Caribbean. In terms of *temporality*, these thinkers stand at a point when modernity’s full promise still seems practically *attainable* and concretely *available to take up*, rather than a failed, corrupt, or empty dream. They each address the questions of property and its impoverishment, the universal community and its exclusions, and recognition and its failures—and yet each has not given up on the possibility that modernity’s ideals might still be realized by all... but perhaps requiring political, economic, and social shapes far different than what they, or we, had before them.

In sum, we will examine how Goldman, Du Bois, and Fanon try to make sense of *why* the promise of modernity paradoxically excludes, *how* their own experience reveals modernity’s paradoxical nature, and *what* might be done about it. We will explore the unique contribution each makes, i.e., Goldman’s emphasis is on modernity’s deployment of *authority* and the politics of *radical refusal*, Du Bois’ focus on the problem of *external structures of alienation* and the importance of *education*, and Fanon’s concern with the psychology (or *internal structures*) of simultaneously *belonging and non-belonging* to the metropole and his solution through *struggle*. Our job in the course, though, will be to think through their insights together, to see what might be revealed about our own possibilities for us today.

Strap in. It’s going to be an intense ride.

REQUIRED TEXTS, TO PURCHASE:

You are strongly recommended to purchase the following, available from the UC Bookstore:

1. W.E.B. Du Bois, *The Souls of Black Folk* (Henry Louis Gates, Jr. (ed.); (Introduction, Arnold Rampersad) (New York: Oxford University Press, 2014 [1903])
2. Frantz Fanon, *Black Skin, White Masks* (first edition) (Translator, Richard Philcox) (New York: Grove Press, 2008 [1952])

REQUIRED READINGS, AVAILABLE ONLINE:

Selections from the following works as well as the following Goldman essays will be available through D2L & UCalgary Library:

1. Emma Goldman, *Red Emma Speaks: An Emma Goldman Reader*, 3rd Revised edition (Compiled and Edited by Alix Kates Shulman) (Lanham, MD: Humanities Press, 1996)
 - a. 1908 "What I Believe" [I. As To Property], 49–50
 - b. 1910 "Anarchism: What It Really Stands For", 61–77
 - c. 1910 "Marriage and Love", 204–213
 - d. 1910 "The Psychology of Political Violence", 256–279
 - e. 1910 "The Tragedy of Woman's Emancipation", 158–167
 - f. 1910 "Woman Suffrage", 190–203
 - g. 1911 "Socialism: Caught in a Political Trap", 101–108
 - h. 1913 "Syndicalism: Its Theory and Practice", 87–100
 - i. 1913 "The Failure of Christianity", 232–240
 - j. 1913 "Victims of Morality", 168–174
 - k. 1914 "The Individual, Society, and the State", 109–123
 - l. 1915 "Jealousy: Causes and a Possible Cure", 214–221
 - m. 1916 "The Philosophy of Atheism", 241–248
2. Georg Wilhelm Friedrich Hegel, *The Phenomenology of Spirit* (Editor and Translator, Terry Pinkard) (New York, NY: Cambridge University Press, 2018 [1806])
3. Immanuel Kant, "Idea for a Universal History from a Cosmopolitan Perspective" [1784] in *Toward Perpetual Peace and Other Writings on Politics, Peace, and History* (Editor, Pauline Kleingeld; Translator, David L. Colclasure) (New Haven, CT: Yale University Press, 2006)
4. John Locke, *Second Treatise* [1689] in *Two Treatises of Government and A Letter Concerning Toleration* (Editor, Ian Shapiro) (New Haven, CT: Yale University Press, 2003).

COURSE COMPONENT WEIGHTS & DUE DATES:

This course has four graded course components, due dates and more information are given in the schedule and overview found on the following pages:

1. **Assignment A: Shorter Essay on Goldman.** You will have your choice of which essay within the assignment to do (these choices are labelled A1, A2, and A3). Assignment A is worth 15%.
2. **Assignment B: Shorter Essay on Du Bois.** You will have your choice of which essay within the assignment to do (these choices are labelled B1, B2, and B3). Assignment B is worth 25%.
3. **Assignment C: Final Paper dealing with the major material from the entire course: Goldman, Du Bois, and Fanon** (you may include Locke, Kant, and/or Hegel if you like). Assignment C is worth 40%.
4. **Assignments D1 to D4: Discussion Sessions.** You will need to participate in four weeks of on-line discussion on D2L. Each week of participation is worth 5% for a total of 20% of your final grade. This assignment is labelled D1 to D4 on the schedule which appears on the next page.

WRITING STATEMENT:

Problems with grammar and spelling will affect an assignment’s grade only when they substantively interfere with the meaning of your argument and evidence.

SUMMARY OF ASSIGNMENTS

DUE	ASSIGNMENT	WORTH	REQUIREMENTS	INSTRUCTIONS (additional information to be provided)	LATE PENALTY
Shorter Essays (Assignment A and Assignment B)					
Between Week 5 and 7	Do one of A1, A2, or A3	15% of final grade	500 words max.	<ul style="list-style-type: none"> • Each essay will a tightly-focussed investigation of some aspect of Goldman’s or Du Bois’ thought; • The essay will involve analysis and argument; • You’ll get a choice of questions or may choose your own; • 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 10	Do one of B1, B2, or B3	25% of final grade	750 words max.		
Final Paper (Assignment C)					
Week13, last class	Do Assignment C	40% of final grade	1,500 words max.	<ul style="list-style-type: none"> • 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 (Assignment D1–D4)					
Between Week 3 and 12	Participate in on-line Discussions (Assignments D1 – D4)	20% of final grade (2% x 4 Weeks)	At minimum, several short, good posts each discussion session	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

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

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

LEGEND FOR ASSIGNMENTS LISTED ON SCHEDULE OF READINGS

A1 to A3 =	Choices for the Goldman Essay	C =	Final Paper on Goldman, Du Bois, and Fanon
B1 to B3 =	Choices for the Du Bois Essay	D1 to D4 =	D2L Discussion Sessions

Schedule of Reading, Assignments & Discussion Groups

WEEK #	Begins On	SUBJECT	REQUIRED READINGS OR SUBJECT MATTER [* = total number of pages per week to be read]	ASSIGNMENTS	DISCUSSION WEEKS
1	Wed. Sept. 7*	INTRO: MODERNITY'S PARADOXICAL PRINCIPLES	Intro & Three Paradoxical Principles of Modernity 1: <i>Property: Labour, Rationality, Subduing of Nature</i> <i>Locke, Second Treatise</i> : □ Ch. V Of Property, §§ 25–51 {11 pages*}		
2	Mon. Sept. 12		2: <i>Cosmopolitanism: Historical Progress, Ordering of Peoples</i> <i>Kant, Toward Perpetual Peace</i> : □ <i>Idea for a Universal History from a Cosmopolitan Perspective</i> , 8:17–8:31 3: <i>Recognition: Master-Slave Dialectic, Non-Alienation, Domination</i> <i>Hegel, Phenomenology of Mind</i> : □ Ch.IV A. Mastery and Servitude, ¶¶ 178–196 {23 pages*}		
3	Mon. Sept. 19	EMMA GOLDMAN	An Existing World of Oppression: Religion, Property, State <i>Red Emma Speaks</i> : □ “Anarchism: What It Really Stands For”, 61–77; □ “The Failure of Christianity”, 232–240; □ “The Philosophy of Atheism”, 241–248; □ “What I Believe” [I. As To Property], 49–50; □ “The Individual, Society, and the State”, 109–123. {46 pages*}		D1
4	Mon. Sept. 26* *Sept 30: NTR Day		“Not the ballot, will set woman free...”: <i>Life, Love, Sex</i> <i>Red Emma Speaks</i> : □ “Woman Suffrage”, 190–203; □ “Victims of Morality”, 168–174; □ “Marriage and Love”, 204–213; □ “The Tragedy of Woman’s Emancipation”, 158–167; □ “Jealousy: Causes and a Possible Cure”, 214–221. {42 pages*}		
5	Mon. Oct. 3		Paths Forward to a Human World: Everyday Life and the Violent Act <i>Red Emma Speaks</i> : □ “Socialism: Caught in a Political Trap”, 101–108; □ “Syndicalism: Its Theory and Practice”, 87–100; □ “The Psychology of Political Violence”, 256–279. {43 pages*}	A1	
6	Wed. Oct. 12* * Oct. 10: Thanksgiving	W.E.B. DU BOIS	The Color Line: Veil & Divided Consciousness <i>Souls of Black Folk</i> : □ Forethought, 3–4; □ Ch. I Spiritual Strivings, 3–14; □ Ch. II Dawn of Freedom, 15–32; □ Ch. III Booker T Washington, 33–44; □ Ch. IV Meaning of Progress, 45–53. {50 pages*}	A2	D2
7	Mon. Oct. 17		An Education to Freedom <i>Souls of Black Folk</i> : □ Ch. V Wings of Atalanta, 54–62; □ Ch. VI Training of Black Men, 63–76; □ Ch. VII Black Belt, 77–92. {38 pages*}	A3	
8	Mon. Oct. 24		Gold and God <i>Souls of Black Folk</i> : □ Ch. VIII Quest for Golden Fleece, 93–110; □ Ch. IX Master and Man, 111–127; □ Ch. X Faith of Fathers, 128–139. {46 pages*}		
9	Mon. Oct. 31		Resistance and Souls Going Home <i>Souls of Black Folk</i> : □ Ch. XI Passing of the First Born, 140–144; □ Ch. XII Alexander Crummell, 145–152; □ Ch. XIII Coming of John, 153–166; □ Ch. XIV Sorrow Songs, 167–177; □ Afterthought, 178. {38 pages*}	B1	D3
Nov. 6–12			<i>Fall Reading Break</i>	B2	
10	Mon. Nov. 14	FRANTZ FANON	Black/White; Man/Woman <i>Black Skin, White Masks</i> : □ Intro, xi–xviii; □ Ch. 1 Black Man & Language, 1–23; □ Ch. 2 Woman of Color & White Man, 23–44; □ Ch. 3 Man of Color & White Woman, 44–63. {74 pages*}	B3	
11	Mon. Nov. 21		Lived Experience of Blackness <i>Black Skin, White Masks</i> : □ Ch. 4 So-Called Dependency Complex, 64–89; □ Ch. 5 Lived Experience, 89–119. {55 pages*}		
12	Mon. Nov. 28		Psychopathologies <i>Black Skin, White Masks</i> : □ Ch. 6 Black Man & Psychopathology, 120–184. {64 pages*}		D4
13	Mon. Dec. 5* *Dec 9: No Class		Recognition, Liberation, Futurity <i>Black Skin, White Masks</i> : □ Ch. 7 Black Man & Recognition, 185–197; □ Ch. 8 Conclusion, 198–206. {21 pages*}	C	

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). 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).

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.

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/deferral-of-term-work-2020.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.

Student committing academic misconduct during the final exam will not receive a passing grade for the course.

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/accommodation-students-disabilities-procedure>

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/>.