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DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS

POLI 411 L01
Critics of Enlightenment
Winter 2018

INSTRUCTOR: Dr. Regina Cochrane
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OFFICE HOURS: Tuesdays, 12:30-13:30; Thursdays, 13:30-14:30; and by
appointment
COURSE DAY/TIME: Tuesdays and Thursdays, 11:00-12:15
COURSE LOCATION: SH 157
COURSE PRE-REQUISITES: POLI 310

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 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 and by the rise of ethnic and religious fundamentalisms?

COURSE OBJECTIVES & LEARNING OUTCOMES:

To address these questions, the course will focus on following learning objectives and 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.

***Note:** Both texts are currently out of print. However, second-hand copies of the Lyotard book are available at the bookstore and the Todorov text can be purchased in an inexpensive kindle edition (from Amazon.co.uk) that can be downloaded on laptops and ipads, using a free app. Information on accessing this app has been posted in the “course information” file on d2l. Copies of both texts have also been placed on reserve at the TFDL and the Todorov text is available as an e-book at the TFDL.

COURSE COMPONENT WEIGHTS AND DUE DATES:

COMPONENT	WEIGHTING	DUE DATES
Class Participation	10%	term
In-class Group Assignments (4 X 5% each)	20%	Jan. 23, Mar. 8, Mar. 27, and Apr. 12
Midterm Exam	30%	03/13/18
Take-home Essay Exam	40%	04/18/18
Total	100%	

COURSE SCHEDULE & TOPICS: The schedule is tentative and may change as the need arises.

DATE	TOPIC	READINGS*
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Jan. 9 and 11	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. 16, 18, and 23 Assignment 1: Jan. 23	2. The Liberal Defence of Enlightenment	- Todorov, <i>In Defense of the Enlightenment</i> , pp. 41-151
Jan. 25 and 30, Feb. 1	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. 6, 8, 13, and 15	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. 20 and 23	Reading Week	- no class
Feb. 27, Mar. 1, 6, and 8 Assignment 2: March 8	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
03/13/18	Midterm Exam	
Mar. 15, 20, 22, and 27 Assignment 3: Mar. 27	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. 29, Apr. 3 and 5	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. 10 and 12 Assignment 4: Apr. 12	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
04/18/18	TAKEHOME EXAM DUE	

*For full bibliographic information and links to e-books/articles, see "course readings" file, d21.

IN-CLASS GROUP ASSIGNMENTS

Students will be randomly divided into groups of three to five for each of these exercises. The groups will be asked to critically evaluate a short text and/or to respond to questions related to class readings and lectures. Group members will discuss the questions and, as a group, formulate answers. These assignments will be “open book” – i.e., students will be permitted to use course texts and notes and allowed access to the internet. At the end of each these exercises – which will take 40-60 minutes each and which will be completed in class – each group will submit ONE, 2-4 page response (written in point form) to the questions given. Students who miss a group assignment will not be permitted a rewrite. Instead, their mark will be pro-rated on the basis of their other assignments, provided that they present appropriate documentation.

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 particularly 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 toward (50% of) the participation mark. The participation mark will also be based on the *quality* rather than the quantity of a student’s contribution to class discussions. This requires treating other students and the instructor with respect – i.e., not interrupting or attempting to dominate class discussions – as well as being prepared for class by doing the readings beforehand, answering and asking questions, and engaging in dialogue and debate with classmates and the instructor. Participation, as well, entails using your laptops, ipads, and/or other electronic note-taking devices, if and when you choose to bring them to class, for taking notes and for accessing relevant documents and information on the internet rather than for “instant-messaging,” chatting, email, and surfing the web.

MID-TERM EXAMINATION

The midterm exam, which will be written in class on March 13 (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 5. No access to course texts, notes, or internet will be permitted during the writing of this exam. Students who miss the midterm must provide a physician’s note or similar documentation in order to schedule a make-up exam.

FINAL EXAMINATION

The final exam in this course will be a take-home essay exam consisting of 2 short essay questions (5-6 pages – double-spaced, 12-point font, 1” margins – including citations). These questions will be posted on d2l (in the “Course Assignments” file) by March 21. This exam will be based on course readings, lectures, and films. No outside research will be required. It should be submitted by 16:00 on April 18 (during office hours, 15:30-16:30, or via 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 supply appropriate documentation. Students are advised to keep a copy of their exam on file until their final course grade has been released.

GRADE SCALE: The following grading scale will be used:

A+ (96-100)	B+ (80-84.9)	C+ (65-69.9)	D+ (53-54.9)
A (90-95.9)	B (75-79.9)	C (60-64.9)	D (50-52.9)
A- (85-89.9)	B- (70-74.9)	C- (55-59.9)	F (0-49.9)

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 documentation, may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

WRITING

Written assignments are often required in Political Science courses, including this one, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity 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 (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.

INSTRUCTOR GUIDELINES

Email is a common form of communication but it is not always the most effective way of answering student questions. Students requiring assistance are encouraged to speak to the instructor during class or their office hours. If you cannot make office hours, please telephone or email to make an appointment. It is to the student's advantage to keep such appointments.

Important course information will be posted on Desire2Learn (d2l) throughout the duration of the course. Students should check the Announcements section of d2l and their University of Calgary email regularly for ongoing notices and updates.

Students are welcome to use laptops and other electronic note-taking devices for taking notes (not photos) in this course. Please be considerate of others and switch off all cellphones 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 (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

<http://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 can then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head.

University Regulations:

Students are encouraged to familiarize 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 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 will be destroyed after three months; 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 and 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