



**DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS**

**POLI 411, Lecture 01
Recent Critics and Defenders of Modernity
Winter 2021**

INSTRUCTOR: Dr. Regina Cochrane
EMAIL: r.cochrane@ucalgary.ca
OFFICE HOURS: Thursdays, 1:30-3:30 PM & by appointment and via Zoom
COURSE DAY/TIME: Thursdays, 5:00–7:45 PM
DELIVERY METHOD: Web-Based (via Zoom and d2l)
COURSE PRE-REQUISITES: POLI 310 (or permission of the instructor)

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, the rise of ethnic and religious fundamentalisms, and the growing prominence of right-wing populisms?

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, 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. Both texts are also available as e-books at the TFDL.

REQUIRED TECHNOLOGY

This course requires a computer device with an internet connection and a suitable screen that can be used to access Zoom sessions and the d2l site for the course.

COURSE COMPONENT WEIGHTS AND DUE DATES

COMPONENT	WEIGHTING	DUE DATES
Class Participation	10%	term
In-class Group Assignments (4 X 5% each)	20%	Jan. 28, Mar. 11, Mar. 25, and Apr. 15
Midterm Exam	30%	Mar. 16
Take-home Essay Exam	40%	April 18
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. 14	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. 21 and 28 Assignment 1: Jan. 28	2. The Liberal Defence of Enlightenment	- Todorov, <i>In Defense of the Enlightenment</i> , pp. 41-151
Jan. 28 and Feb. 4	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. 11 and 25	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. 18	Reading Week	- no class
Mar. 4 and 11 Assignment 2: March 11	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 15-16	Takehome Midterm Exam	
Mar. 18 and 25 Assignment 3: Mar. 25	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
Apr. 1 and 8	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. 8 and 15 Assignment 4: Apr. 15	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
Apr. 18	TAKEHOME EXAM DUE	

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

ASSIGNMENT[S]

Students will be randomly divided into groups of three to five and assigned to break-out room on Zoom to complete each of these in-class group assignments. 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 approximately 60 minutes each and which will be completed in class – each group will submit ONE, 2-4 page response (typed in point form) to the questions given and submitted via the dropbox in the Assessments file on d2l. 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 an appropriate excuse and/or relevant 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.

MID-TERM EXAMINATION

The midterm exam in this course will be an open-book, take-home essay exam consisting of 2 short essay questions (4-5 pages – double-spaced, 12-point font, 1" margins). These questions will be posted on d2l (in the "Course Assignments" file) by 9 AM on March 15. This exam will be based on course readings and lectures. No outside research will be required. It should be submitted by midnight on March 16 via the assignments file via the 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 supply appropriate documentation. The content, depth of analysis, and quality of the writing will all be considered in the grading of this essay exam.

FINAL EXAMINATION

The final exam in this course will be an open-book, 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 April 1. This exam will be based on course readings and lectures. No outside research will be required. It should be submitted by midnight on April 21 via the 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 supply 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 on file 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 telephone or email to make an appointment. It is to the student's advantage to keep such appointments. All meetings will be held virtually.

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, to be held virtually.

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 during Zoom classes in this course. However, taking photos and making recordings of lectures will not be permitted (unless there are valid reasons for doing so and permission has been requested).

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=86e7438013753ac06f3afbb2e144b031

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/>.