

History of Political/Social Theory 4: Late Modern

POLI 434 Winter 2019	Professor Yves Winter email: yves.winter@mcgill.ca
ARTS W20 W/F 10:05-11:25	Office: 418 Ferrier Office hours: W 2:30-4:30 or by appointment

Description

This is a course in 19th and 20th century Western political theory. It concludes the four-semester historical sequence (POLI 333-334-433-434) and introduces students to key texts in the late modern “canon” of political theory. This course will focus on the topics of power and freedom in modernity. In social theory, “modernity” refers to an epoch or mode of social life characterized by discontinuity and change, including fundamental transformations in the nature of production and exchange (capitalism, industrial revolution), the rationalization of social life, the spread of the nation-state as principal political form, the emergence of bureaucracy as a form of power and knowledge, the rise of mass politics, and the universalization of liberal democracy. While we will not be able to cover all these topics in depth in a single semester, each of the selected texts approaches the question of modernity from a different vantage point and addresses the implications of modernity for political life.

Prerequisites & Restrictions

Normally students will have taken POLI 433 or PHIL 444, or be taking of them simultaneously. Those courses’ prerequisites in turn mean that normally this course is taken as the conclusion of a four-semester sequence (POLI 333/PHIL 345; POLI 334/ PHIL 344; POLI 433/ PHIL 444). This course may not be taken in addition to PHIL 345 (19th century political theory).

Required Texts

The following books are available for purchase from **The Word Bookstore, 469 Milton Street** (cash or cheque only).

Alexis de Tocqueville, Democracy in America, trans. Goldhammer (New York: Library of America, 2004)

GWF Hegel, Philosophy of Right, trans. Alan White (Newburyport: Focus Pub./R. Pullins, 2002)

Karl Marx, Later Political Writings, ed. Terrell Carver (Cambridge: Cambridge University Press, 1996)

Hannah Arendt, The Human Condition, second ed. (Chicago: University of Chicago Press, 1998)

Michel Foucault, Discipline and Punish, trans. Alan Sheridan (New York: Vintage, 1995)

John Rawls, Justice as Fairness: A Restatement (Cambridge, MA: Belknap/Harvard, 2001)

All other readings will be made available on myCourses. Please be sure to print these texts and bring them to class.

Assignments

Written assignments for this course will consist of **two** 1,500-2,000 word **essays** as well as **six short reflection papers**

The due dates for **essays** are indicated on the schedule below. They are to be submitted in hard copy at the beginning of class. **Late papers** will be docked one third of a letter grade for every day late, including weekends. **Extensions** are available only for serious and documented reasons, and they must be requested ahead of time. No extensions will be granted on (or after) an assignment's due date. Do not send assignments via email unless otherwise instructed.

Reflection papers should be no longer than 2 pages (double-spaced). They are not summaries or reading reports but argumentative or interpretive-analytical pieces of writing about the assigned readings, typically covering only a part of the assigned text. They may raise questions about the reading, identify interpretive problems, problematize explicit and implicit assumptions, evaluate the strengths and weaknesses of an argument and/or possible counter-arguments. In addition, they may connect texts to previous weeks' readings.

Students will sign up for reflection papers in the first session. No more than two of your reflection papers may be about the same author. They are due on the myCourses Discussion board no later than 5pm the evening before class. **Late papers will receive zero credit.** Exceptions will only be made in the case of documented medical emergencies.

Your written work will be graded on originality, reasoning and argument, organization, clarity of exposition, and style. A detailed grading rubric will be posted on myCourses. All work in this course will be graded on the letter grade scale (A to F), equivalent to the 4-point GPA scale.

Attendance, participation, and classroom policies

You will be expected to attend all classes and participate regularly. Everyone has one automatically excused absence, no questions asked. Use it wisely, as every absence thereafter will reduce your attendance/participation grade by 1/3 of a letter. Missing more than six classes will result in an automatic failure in the course.

Class participation means coming to class with the readings done, questions prepared, interesting passages underlined, comments and criticisms noted in the margins. Be sure to bring books and hard copy printouts of readings to class. We will spend a significant amount of time in discussion. Given that this is a 400 level course, I see my role in the classroom as that of a facilitator as much as that of a lecturer. I will offer lectures, but I will also be coming to class expecting to field lots of questions and discuss the reading.

Please let me and your fellow students know your preferred pronoun. Your preferred name should appear on the class list if you have entered it in [Minerva](#).

McGill University values **academic integrity**. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [Code of Student Conduct and](#)

[Disciplinary Procedures](#). Please note that I take plagiarism and other forms of academic dishonesty seriously, and your work will be reviewed for potential plagiarism issues.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant-e a le droit de soumettre en français ou en anglais tout travail écrit devant être noté.

[Research](#) shows that students who take notes by hand significantly outperform students who take notes on mobile computing devices (even when the devices are offline and used exclusively for note-taking). Moreover, screens are a major distraction for everyone. For this reason, our classroom will be a screen-free space. Exceptions will be made for students with disabilities. Please come talk to me.

As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the [Office for Students with Disabilities/MyAccess](#) (514)398-6009.

Grades

Final grades are calculated according to the following schedule. Students must receive a passing grade (D) in each of the following four grade categories to receive a passing grade for the course.

Essays	31% each
Reflection papers	3% each
Participation	20%

Evaluation is a central part of education, and much effort goes into ensuring the fairness of academic grades. Assessments, grading scales and rubrics are designed to measure how well students meet the course objectives. Students have a right to expect impartiality, consistency, respect, integrity, and feedback from their instructors.

Students may ask for a review of their grade and a re-read of any assessment for this course. The [Department of Political Science's Assessment and Re-Read Policy](#) applies. Requests for review and re-reads should normally be made within two weeks following the return of a graded assessment. If an assessment was graded by the TA, students should first discuss their request for a review with the TA. All requests for grade review must be accompanied by the **original assessment** including the grades, comments, and annotations made by the TA or the professor as well as by a **brief one-paragraph explanation** why the student deems the grade inappropriate.

Class Schedule

January 9	Introduction
January 11	Tocqueville, Democracy in America , Introduction, Vol. 1, Part 1: chs. 3, 4, 5 (skip pp. 77-97); Vol. 1, Part 2: chs. 2, 4, 5 (pp. 257-259 only)
January 16	Tocqueville, Democracy in America , Vol 1, Part 2: chs. 6-10

January 18	Tocqueville, <u>Democracy in America</u> , Vol. 2: Preface, Vol. 2, Part 1: chs. 1-5; Vol. 2 Part 2: chs. 1-8, 11-15, 20
January 23	Tocqueville, <u>Democracy in America</u> , Vol. 2, Part 3: chs. 1, 8-10, 12, 13, 17, 21, 22; Vol. 2, Part 4: chs. 1-4, 6-8
January 25	Hegel, <u>Philosophy of Right</u> , Introduction, §§1-33; Part 1: Abstract Right, §34-104
January 30	Hegel, <u>Philosophy of Right</u> , Part 3: Ethical Life, §§142-208
February 1	Hegel, <u>Philosophy of Right</u> , Part 3: Ethical Life, §§209-256
February 6	Hegel, <u>Philosophy of Right</u> , Part 3: Ethical Life, §§257-320
February 8	Hegel, <u>Philosophy of Right</u> , Part 3: Ethical Life, §§321-360
February 13	Class cancelled due to snow storm
February 15	Marx, "On the Jewish Question"
February 20	Marx, <u>1844 Manuscripts</u> (selection); Goldman, "The Tragedy of Women's Emancipation"
February 22	Marx, <u>Manifesto of the Communist Party</u> ; <u>The Eighteenth Brumaire of Louis Bonaparte</u>
February 27	Marx, <u>Capital: Vol. 1</u> (selections) First Essay DUE
March 1	No class
March 4-8	Reading week
March 13	Foucault, <u>Discipline & Punish</u> , Part I
March 15	Foucault, <u>Discipline & Punish</u> , Part II
March 20	Foucault, <u>Discipline & Punish</u> , Part III
March 22	Foucault, <u>Discipline & Punish</u> , Part IV
March 27	Arendt, <u>The Human Condition</u> , Parts I-II
March 29	Arendt, <u>The Human Condition</u> , Parts III-IV
April 3	Arendt, <u>The Human Condition</u> , Part V
April 5	Arendt, <u>The Human Condition</u> , Part VI
April 10	Rawls, <u>Justice as Fairness</u> , Parts I-II
April 12	Rawls, <u>Justice as Fairness</u> , Part III-IV Second Essay DUE