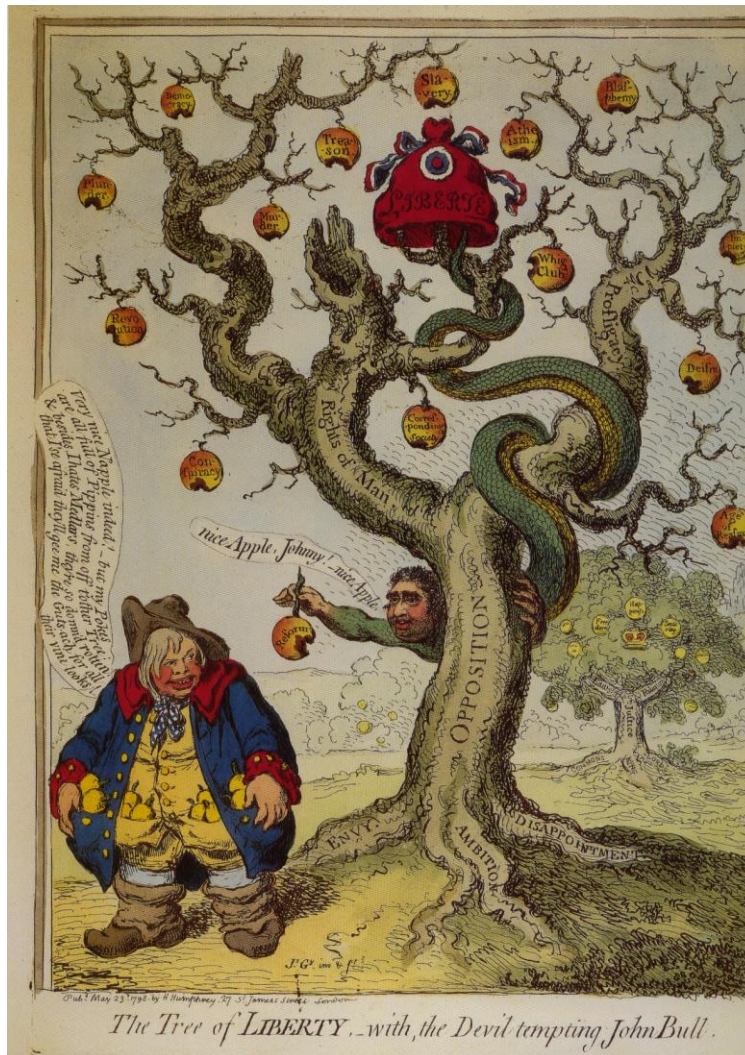


# **REVOLUTION AND RATIONALITY**

## **FOUNDATIONS OF POLITICAL THOUGHT, 1790-1899**



**POLITICAL SCIENCE 2420/PHILOSOPHY 2220**

WINTER 2017  
K.FIERLBECK@DAL.CA  
HH/A&A 358

## COURSE SUMMARY:

Political Science 2420, along with Political Science 2410, is an introduction to political philosophy and to the development of moral and conceptual ideas underlying modern politics. Both classes examine some of the most important normative issues in the history of modern western political thought, and investigate how these questions frame most of today's political debates. Specifically, they trace the development of modern liberalism, the challenges to liberalism in the past three and a half centuries, and the roots of the contemporary contradictions within modern liberal thought.



## ASSIGNMENTS:

**Quiz 1\*:** (January 31) 15%

**Quiz 2\*:** (March 2) 15%

**Paper:** (March 14) 30% (see website for details)

**Final exam\*\*:** (scheduled exam period) 40%

*\*neither quiz will be rescheduled except for **serious** medical exigency*

**\*\*Please note excerpt from University Regulations regarding Requests for an Alternative Final Examination Time:**

*"A student requesting an alternative time for a final examination will be granted that request only in exceptional circumstances. Such circumstances include illness (with medical certificate) or other mitigating circumstances outside the control of the student. **Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.** In cases where it is necessary to make changes to examination arrangements late in the term, or Senate has approved exceptional examination arrangements, a special effort will be made to accommodate difficulties the changes may cause for individual students."*

*For winter term classes, the deadline by which a student may withdraw is **January 20<sup>th</sup>** (February 10<sup>th</sup> is the last date to drop a winter term class without a W appearing on the transcript.)*

## **REQUIRED TEXTS**

For primary readings, the text is **Stephen Cahn, ed. *Classics of Political and Moral Philosophy, 2<sup>nd</sup> ed.*** For secondary readings, the text is **David Boucher & Paul Kelly, eds. *Political Thinkers***. These texts are available at the University bookstore.

**Any additional readings as noted on the outline are also subject to examination [excepting those in square brackets].** Additional readings are posted on your Brightspace page under the “Readings” tab on the left-hand side bar. Once you download this document, you should be able to control+click on the highlighted link to access the reading. If this doesn’t work, please let me know (you should be able simply to google the readings in most cases as well).

## **RECOMMENDED TEXT**

For anyone desiring more background reading on the theorists we will be reading, **George Klosko, *History of Political Theory, vol. II*** is a very accessible and useful resource. It is on reserve at the Killam Library.



# LECTURES

[PLEASE NOTE THAT DATES MAY VARY. ADJUSTMENTS TO THE LECTURE SCHEDULE WILL BE ANNOUNCED IN CLASS]



## 1. RIGHTS, REVOLUTION, AND DEMOCRACY

### January 10, 12, 17: Edmund Burke

- Ryan Lizza, "When Donald Trump Met Edmund Burke." *The New Yorker*, 11 November 2015.
- *Reflections on the Revolution in France* (online, paragraphs 100-299)
- Andrew Hoffman, "The limits of intellectual reason in our understanding of the natural world." *The Conversation*: 1 June 2016
- Boucher & Kelly, ch.16
- [Klosko, chapter 23]

### January 19, 24, 16: Thomas Paine,

- *The Rights of Man* (online)

### January 31: Quiz 1

### January 31, February 2, 7: Alexis de Tocqueville

- *Democracy in America* (all online)
  - Vol. I: "Tyranny of the majority" and "Power exercised by the majority in America upon opinion"
  - Vol. II: "Why democratic nations show a more ardent and enduring love of quality"; "Relations of civil to political associations"; "How an aristocracy can be created by manufacturers"; "That the sentiments of democratic nations accord with their opinions in leading them to concentrate political power"; "What sort of despotism democratic nations have to fear"; "General survey of the subject," and "Education of young women in the United States".
- James Wood, "Democracy in America." *The New Yorker*: 17 May 2010
- Boucher & Kelly, ch.20.

## 2. UTILITARIANISM AND LIBERALISM

### February 9, 14, 16, 28: Jeremy Bentham and John Stuart Mill

- *Utilitarianism* ch. I-V and *On Liberty* I-V (Cahn)
- Boucher & Kelly, ch. 19, and 21
- Caleb Caine, "The case against democracy," *The New Yorker* 7 November 2016
- [Klosko, chapter 8]

### March 2: Quiz 2

## 3. THE REACTION AGAINST INDIVIDUALISM

### March 2, 7, 9, 14: G.W.F. Hegel

- Ralph Peters, "Hegel, Sartre, Trump." *National Review* 17 March 2016
- J.M. Bernstein, "Hegel on Wall Street." *New York Times* 3 October 2010
- *Elements of the Philosophy of Right* and *The Philosophy of History* (Cahn)
- Boucher & Kelly, ch. 24
- [Klosko, chapter 9]

### March 14: paper due

### March 16, 21, 23, 28: Karl Marx

- Crystia Freeland, "The self-destruction of the 1 per cent." *New York Times* 13 October 2012
- Louis Menand, "Karl Marx, Yesterday and Today." *The New Yorker* 10 October 2016.
- Nathaniel Rich, "Inside the Sacrifice Zone." *The New York Review of Books* 10 November 2016.
- *Economic and Philosophical Manuscripts* and *The Communist Manifesto* (Cahn)
- Boucher & Kelly, ch. 25 and 26.
- [Klosko, chapter 10]

## 4. RATIONALITY AND POWER

### March 30, April 4, 6: Friedrich Nietzsche

- Stanley Fish, "Don't blame Nietzsche for Donald Trump." *Foreign Policy*, 9 August 2016.
- selections from *Human, All Too Human*, *Thus Spake Zarathustra*, *Beyond Good & Evil*, *The Genealogy of Morals*, and *Twilight of the Idols* (Cahn)
- Boucher & Kelly, ch. 27

**Final Exam: check exam schedule**

### **THE COMMONWEALTH PRIZE**

The Commonwealth Prize for Political Thought is a cash prize that will be awarded to the student who has the highest cumulative grade this year in both POLI 2410/PHIL 2210 and POLI 2420/PHIL 2220.

### **OBJECTIVES AND EXPECTATIONS**

*The goals of this class are:*

- To understand the key concepts and ideas underlying major works of early modern political thought
- To perceive how and why these ideas are relevant to contemporary political debate
- To grasp how, and why, specific political ideas developed in a particular way

*Students taking this class should develop the ability to:*

- Think in an ordered and logical manner
- Write clearly and persuasively
- Apply key political concepts to current events
- Approach complex normative discussions about power and morality in a rigorous, critical, and systematic manner

# PLAGIARISM

All students in this class are to read and understand the policies on plagiarism and academic honesty as referenced in the Undergraduate Calendar at <http://registrar.dal.ca/calendar/ug/UREG.htm#12>

Ignorance of such policies is no excuse for violations.



At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (*The Center for Academic Integrity, Duke University, 1999*). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

## *What does academic integrity mean?*

At university we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people's work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. It is the student's responsibility to seek assistance to ensure that these standards are met.

### ***How can you achieve academic integrity?***

We must all work together to prevent academic dishonesty because it is unfair to honest students. The following are some ways that you can achieve academic integrity; some may not be applicable in all circumstances.

- make sure you understand Dalhousie's policies on academic integrity (see <http://academicintegrity.dal.ca/Policies/>)

- do not cheat in examinations or write an exam or test for someone else
- do not falsify data or lab results

Be sure not to **plagiarize**, intentionally or unintentionally, for example...

- clearly indicate the sources used in your written or oral work. This includes computer codes/ programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images
- do not use the work of another from the Internet or any other source and submit it as your own
- when you use the ideas of other people (paraphrasing), make sure to acknowledge the source
- do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor (These examples should be considered only as a guide and not an exhaustive list.)

### ***Where can you turn for help?***

If you are ever unsure about any aspect of your academic work, contact me (or the TA):

- Academic Integrity website (see <http://academicintegrity.dal.ca/>) - Links to policies, definitions, online tutorials, tips on citing and paraphrasing
- Writing Centre (see <http://writingcentre.dal.ca/>) - Assistance with learning to write academic documents, reviewing papers for discipline-specific writing standards, organization, argument, transitions, writing styles and citations
- Dalhousie Libraries (see <http://www.library.dal.ca/>) - Workshops, online tutorials, citation guides, Assignment Calculator, RefWorks
- Dalhousie Student Advocacy Service (see <http://www.dsu.ca/services/advocacy>)  
-Assists students with academic appeals and student discipline procedures.
- Senate Office ([www.senate.dal.ca](http://www.senate.dal.ca))  
-List of Academic Integrity Officers, discipline flowchart, Senate Discipline Committee

### ***What will happen if an allegation of an academic offence is made against you?***

As your instructor, I am required to report every suspected offence. The full process is outlined in the Faculty Discipline Flow Chart (see

[http://senate.dal.ca/Files/AIO\\_/AcademicDisciplineProcess\\_Flowchart\\_updated\\_July\\_2011.pdf](http://senate.dal.ca/Files/AIO_/AcademicDisciplineProcess_Flowchart_updated_July_2011.pdf)) and includes the following:

- Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors
- Based on the evidence provided, the AIO decides if there is evidence to proceed with the allegation and you will be notified of the process
- If the case proceeds, you will receive a PENDING grade until the matter is resolved
- If you are found guilty of an offence, a penalty will be assigned ranging from a warning, to failure of the assignment or failure of the class, to expulsion from the University. Penalties may also include a notation on your transcript that indicates that you have committed an academic offence.



## **ACCOMMODATION**

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of each academic term (with the exception of X/Y courses). Please see [www.studentaccessibility.dal.ca](http://www.studentaccessibility.dal.ca) for more information and to obtain the Request for Accommodation – Form A.

A note taker may be required to assist a classmate. There is an honorarium of \$75/course/term. If you are interested, please contact OSAA at 494-2836 for more information.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom so that students who require their usage will be able to participate in the class.

## **STUDYING FOR SUCCESS**

“University life can often be challenging. However, with help from the Studying for Success program, you too can become a more effective learner. Attend our workshops or drop in for individual study skills sessions, where we can help you with Time Management, Critical Reading, Note taking, Preparing for Exams, and much more. We at SFS would like to make your university experience a more rewarding one. Don’t wait until it’s too late! Let Studying for Success help you find smarter ways to study.

For more information or to make appointments, please:

- \* visit our website: [www.dal.ca/sfs](http://www.dal.ca/sfs)
- \* visit our main office in the Killam Library, Room G28 (main floor)
- \* call 494-3077 or
- \* email the Coordinator at: [sfs@dal.ca](mailto:sfs@dal.ca) ”

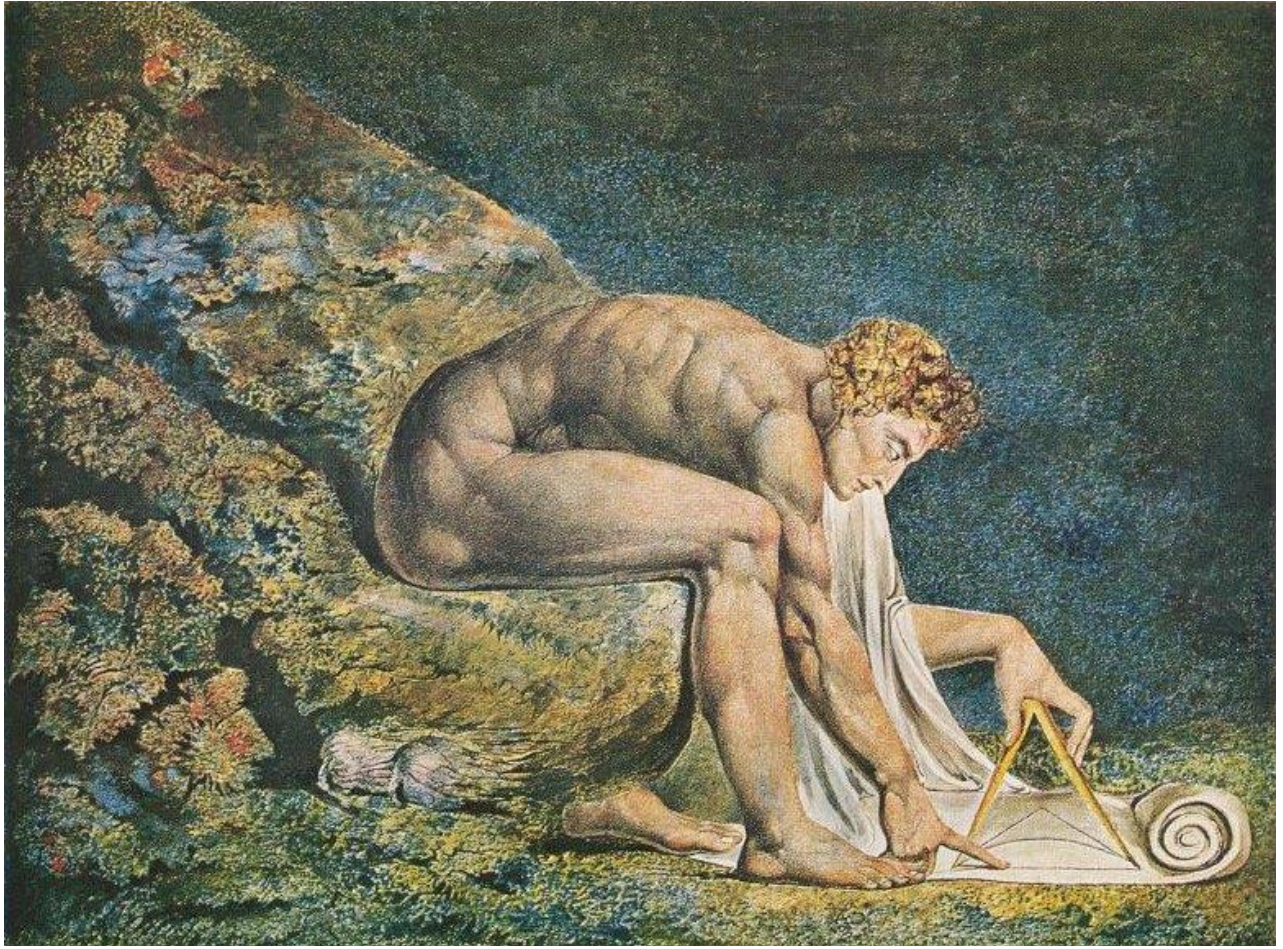
## **DALHOUSIE WRITING CENTRE**

“Writing expectations at university are higher than you will have experienced at high school (or if you are entering a master's or PhD program, the expectations are higher than at lower levels). The Writing Centre is a Student Service academic unit that supports your writing development. Make an appointment to discuss your writing. Learning more about the writing process and discipline-specific practices and conventions will allow you to adapt more easily to your field of study.

Our new online Resource Guide (<http://dal.ca.libguides.com/writingcentre>) offers information on writing resources including annotated writing models from a number of disciplines.”

## Dalhousie Grading Scheme:

A+	90-100	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	85-89		
A-	80-84		
B+	77-79	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	73-76		
B-	70-72		
C+	65-69	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
C	60-64		
C-	55-59		
D	50-54	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of 'C' is required).
F	0-49	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.



UPDATED 1 JANUARY 2017