

Liberal Arts College
2023-24

LBCL391: Political and Philosophical Foundations, II
Section B: Mondays and Wednesdays, 2:45-4pm, RR-302

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Class format and expectations

This is a seminar, which means that the main substance of the course is class meetings. These are based on discussions and (to a much lesser extent) lectures. Students should prepare thoughts and questions on the assigned readings prior to every seminar, and to contribute to discussions. Attendance is expected; attendance without participation, however, counts for little. Although the bulk of the final grade depends on papers and exams, these should both reflect and benefit from seminar discussions.

Course requirements

Regular **attendance** is required to earn a passing grade for the course. There will be **examinations** at the end of each term (i.e., one in December, and one in April). Each exam will focus on material from the preceding term, though the second exam will allow you to incorporate readings from both terms. Two short **essays** (1500-2000 words each) are required; the first is due on October 25, the second on December 4. Each will focus on the readings from the relevant part of the term. An **oral presentation**, on a seminar reading of your choosing (subject to time constraints) is also required of each student at some at some point during the course.

A **research paper** is due in the second term. This involves several steps. First, students must formulate a **topic** or question and discuss it with the instructor, preferably before the end of February. Second, a written **proposal** for the research paper is due by March 18; this is a graded component of the assignment. The final **paper** itself is due on April 15. There will be no extensions of the due dates. Drafts will be accepted for comment no later than April 1.

Note: Further assignment guidelines will be provided in class. All written work must be submitted electronically in .pdf or .docx format. Late work may not be accepted.

Grades

Attendance and participation:		10%
Exams:	20% each (x2)	40%
Short essays:	10% each (x2)	20%
Oral presentation:		10%
Research paper:		<u>20%</u>
		100%

LAC Policy on Plagiarism

In accordance with College and University regulations, plagiarism is strictly prohibited and will result in serious sanctions. Students must familiarize themselves with the code of rights and responsibilities of the university: <http://concordia.ca/vpirsg/documents/policies/BD-3.pdf>

LAC Policy on AI Text-Generating Technologies

The Liberal Arts College is committed to humanist education, and to training critical and creative thinkers and writers. Accordingly, the use of artificial intelligence by students to generate text for any course assignment, in part, whole, draft or finished form, is contrary to our principles, and therefore strictly forbidden.

While tools such as ChatGPT, Bard, or any other text-generating AI technology might be integrated as educational tools by your course instructor in precisely defined contexts and towards specific pedagogical goals, such text-generating technologies may not be used in any way by students without explicit permission from the instructor. Unauthorized use will be considered plagiarism, with sanctions ranging from failing the assignment, failing the course, or expulsion from the Liberal Arts program.

Texts (First Semester)

Spinoza, *Theological-Political Treatise* (Hackett).

Locke, *Second Treatise of Government* (Hackett).

Montesquieu, *Selected Political Writings*, ed. M. Richter (Hackett). [*De l'esprit des lois*, (Folio ou Garnier-Flammarion).]

Voltaire, *Candide* (Penguin).

Rousseau, *The Basic Political Writings*, 2nd ed., ed. D.A. Cress (Hackett). [*Discours sur l'inégalité/Du Contrat Social* (Flammarion).]

Hume, *Enquiry Concerning Human Understanding* (Hackett).

Kant, *Grounding for the Metaphysics of Morals* (Hackett).

Equiano, *The Interesting Narrative* (Oxford).

The Declaration of Independence, The Constitution, and Federalist Papers [selections].

Burke, *Reflections on the Revolution in France* (Hackett).

Wollstonecraft, *A Vindication of the Rights of Woman* (Penguin)

First Semester Schedule

Week	Date	Lecture Topic (L)/Text(s)
1	Sept. 6	(L) Enlightenments Then and Now
2	Sept. 11	Spinoza, <i>Theological-Political Treatise</i> , Preface; chs 1-4, 6,7,11
	Sept. 13	Spinoza, <i>ibid.</i> , chs 12-14,16,19-20
3	Sept. 18	Locke, <i>Second Treatise</i> , Preface, chs 1-6
	Sept. 20	Locke, <i>ibid.</i> , chs 7-12,19
4	Sept. 25	Montesquieu, <i>Selected Political Writings: Spirit of the Laws</i> , Preface, Introduction, Books I-V, VIII, pp.106-174
	Sept. 27	Montesquieu, <i>ibid.</i> , Books XI, XIV, XV, XIX, XXIV-XXV,

		pp.179-242
5	Oct. 2	Voltaire, <i>Candide</i> (entire)
	Oct. 4	Rousseau, <i>Discourse on Inequality</i> , (entire)
***** No class Oct. 9-11 *****		
6	Oct. 16	Rousseau, <i>Social Contract</i> , Book I (entire), Book II, chs 1-4, Book III, ch. 15, Book IV, chs 7,8,9, pp. 156-176, 218-220, 241-252
	Oct. 18	Hume, <i>Enquiry</i> , chs 1-7
7	Oct. 23	Hume, <i>ibid.</i> , chs 8, 10-12
	Oct. 25	First short essay due. (L) Early modern and modern philosophy
8	Oct. 30	Kant, <i>Grounding for the Metaphysics of Morals</i> , Preface and 1 st section, pp. 1-17
	Nov. 1	Kant, <i>ibid.</i> , 2 nd section, pp. 19-48
9	Nov. 6	Kant, <i>ibid.</i> , 3 rd section, pp. 49-62
	Nov. 8	Equiano, <i>Interesting Narrative</i> , Vol. I, pp. 18-104
10	Nov. 13	Equiano, <i>ibid.</i> , Vol. II, pp. 105-194
	Nov. 15	<i>Declaration of Independence; Constitution; Federalist</i> : nos. 10, 37, 51
11	Nov. 20	(L) Eighteenth-century revolutions
	Nov. 22	Burke, <i>Reflections on the Revolution in France</i> , pp. 3-79
12	Nov. 27	Burke, <i>ibid.</i> , pp. 150-218
	Nov. 29	Wollstonecraft, <i>Vindication of the Rights of Woman</i> , Introduction, chs 1-3
13	Dec. 4	Second short essay due. Wollstonecraft, <i>ibid.</i> , chs 4, 6-7, 12

Midterm Examination TBA

Texts (Second Semester)

Smith, *The Wealth of Nations* (Hackett).
Hegel, *Introduction to the Philosophy of History* (Hackett).
Hegel, *Phenomenology of Spirit* (Oxford).
Tocqueville, *Democracy in America* (Hackett). [*De la Démocratie en Amérique*, (Flammarion).]
Mill, *On Liberty and Other Essays*, (Oxford).
Darwin, *The Descent of Man*, (Penguin).
Marx and Engels, *The Marx-Engels Reader*, ed. R.C. Tucker (Norton).
Marx, *Capital*, vol. 1, (Penguin).
Durkheim, *Suicide*, (Free Press). [*Le Suicide*, (P.U.F.).]
Nietzsche, *The Genealogy of Morals*, (Vintage).
Weber, *The Protestant Ethic and the Spirit of Capitalism*, (Routledge).
W.E.B. Du Bois, *The Souls of Black Folk*, (Penguin).

Second Semester Schedule

Week	Date	Lecture topic (L)/Text(s)
1	Jan. 15	Smith, <i>Wealth of Nations</i> , Book I, chs.1-4,7-8, pp. 1-49
	Jan. 17	Smith, <i>ibid.</i> , Book II, chs.1,3; Book IV, chs.1-2, pp. 49-58, 67-83, 116-136
2	Jan. 22	(L) Hegel and philosophies of history
	Jan. 24	Hegel, <i>Introduction to the Philosophy of History</i> , chs 1-3
3	Jan. 29	Hegel, "Lordship and Bondage," in <i>Phenomenology of Spirit</i> , ch. 4, pp. 111-119
	Jan. 31	Tocqueville, <i>Democracy in America</i> , Intro.: pp. 1-15; Vol. I, Part 1, chs 3-4, pp. 34-44; Vol. I, Part 2, chs 7-10, pp. 102-167
4	Feb. 5	Tocqueville, <i>ibid.</i> , Vol. II, Part I, Pref., chs 1,2,5,6, 8,10,14,15,20, pp. 169-200; Vol. II, Part II, chs 8-13, pp. 219-233; Vol. II, Part IV, ch. 6, pp. 304-309
	Feb. 7	Mill, <i>Utilitarianism</i> , ch. 2, pp. 136-158; <i>On Liberty</i> , chs 1-2, pp. 5-61
5	Feb. 12	Mill, <i>On Liberty</i> , chs 3-5, pp. 62-128
	Feb. 14	Darwin, <i>Descent of Man</i> , Intro; Pt. I, chs 1,3,4
6	Feb. 19	Darwin, <i>ibid.</i> , Pt.I, ch.7; Pt. II, ch.8; Pt.III, chs19 & 21
	Feb. 21	Marx, "The Paris Manuscripts," (excerpts) in <i>Marx-Engels Reader</i> , pp. 70-81, 101-105; <i>Capital</i> , vol. 1, ch.1, sec. 4, pp. 163-177
***** No classes Feb. 26-28 *****		
7	Mar. 4	Marx, <i>Capital</i> , vol. 1, ch. 15, sec. 1-5, 10, pp. 492-564, 636-639; ch. 26, pp. 873-876, ch. 31, pp. 914-926
	Mar. 6	Marx and Engels, "The Manifesto of the Communist Party," sec. 1-2, in <i>Marx-Engels Reader</i> , pp. 473-491
8	Mar. 11	(L) Europe and the World at the Turn of the 20th Century
	Mar. 13	Durkheim, <i>Suicide</i> , Preface, Intro, Book One, chs 2, 4, pp. 35-53, 82-103, Book Two, ch. 2, pp. 152-170, ch. 3, pp.180-216
9	Mar. 18	Research proposal due. Durkheim, <i>ibid.</i> , Book Two, ch. 4, pp. 217-230, ch. 5, pp. 241-276; Book Three, ch. 3, pp. 361-392
	Mar. 20	Nietzsche, <i>Genealogy of Morals</i> , Preface; First Essay
10	Mar. 25	Nietzsche, <i>ibid.</i> , Second Essay
	Mar. 27	Nietzsche, <i>ibid.</i> , Third Essay
***** No class Apr. 1 *****		
11	Apr. 3	Weber, <i>Protestant Ethic</i> , Intro & Part I
12	Apr. 8	Weber, <i>ibid.</i> , Part II
13	Apr. 10	Du Bois, <i>The Souls of Black Folk</i> , chs 1-7
	Apr. 15	Research paper due. Du Bois, <i>The Souls of Black Folk</i> , chs 8-15

Final examination TBA

Complementary/further reading

The following is a selection of (mostly) recent scholarly works – i.e. secondary works, as opposed to primary sources – on authors, themes, events and contexts relevant to the course. Older studies, few of which are listed here, may still exert influence and are often worth consulting; one sign of their continuing relevance is that newer work still engages with them. Hence the list below should be regarded as neither a definitive bibliography nor an exhaustive range of themes but as a *starting point* for your research, which should always address both an interesting question and a living audience.

Note that this list *excludes* textbooks, encyclopedias, magazine articles, blog entries, and popular histories based on others' research (with the exception of historical surveys under "context"). Such works do not qualify as secondary works in academic research; while they may be useful at the outset, they should not form any substantial part of your bibliography for the research paper.

Single-author, biographical, and prosopographical studies

- Richard Bourke, *Empire and Revolution: The Political Life of Edmund Burke* (Princeton, 2017)
 Peter J. Bowler, *Charles Darwin: The Man and His Influence* (Cambridge, 1996)
 Nicholas Capaldi, *John Stuart Mill: A Biography* (Cambridge, 2012)
 Vincent Carretta, *Equiano the African: Biography of a Self-Made Man*, reprint ed. (Georgia, 2022)
 John Elster, *Alexis de Tocqueville: The First Social Scientist* (Cambridge, 2009)
 Marcel Fournier (trans. David Macey), *Émile Durkheim: A Biography* (Polity, 2013)
 James A. Harris, *Hume: An Intellectual Biography* (Cambridge, 2018)
 Manfred Kuehn, *Kant: A Biography* (Cambridge, 2001)
 David Levering Lewis, *W.E.B. Du Bois: A Biography 1868-1963* (Holt, 2009)
 Steven Nadler, *Spinoza: A Life*, 2nd ed. (Cambridge, 2019)
 Aldon Morris, *The Scholar Denied: W.E.B. Du Bois and the Birth of Modern Sociology* (California, 2015)
 Terry Pinkard, *Hegel: A Biography* (Cambridge, 2001)
 Joachim Radkau (trans. Patrick Camiller), *Max Weber: A Biography* (Polity, 2011)
 William Clare Roberts, *Marx's Inferno: The Political Theory of Capital* (Princeton, 2017)
 Helena Rosenblatt, *Rousseau and Geneva: From the First Discourse to the Social Contract, 1749-1762* (Cambridge, 1997)
 Emma Rothschild, *Economic Sentiments: Adam Smith, Condorcet, and the Enlightenment* (Harvard, 2002)
 Rüdiger Safranski (trans. Shelley Frisch), *Nietzsche: A Philosophical Biography* (Norton, 2003)
 Joan W. Scott, *Only Paradoxes to Offer: French Feminists and the Rights of Man* (Harvard, 1996)
 Sylvana Tomaselli, *Wollstonecraft: Philosophy, Passion, and Politics* (Princeton, 2022)
 Catherine Volpilhac-Auger (trans. Philip Stewart), *Montesquieu: Let There Be Enlightenment* (Cambridge, 2023)
 Roger Woolhouse, *Locke: A Biography* (Cambridge, 2007)
 Olivier Zunz, *The Man Who Understood Democracy: The Life of Alexis de Tocqueville* (Princeton, 2022)

Thematic studies/intellectual histories/histories of ideas/histories of knowledge

- Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Revised ed. (Verso, 2006)
 David Armitage, *The Declaration of Independence: A Global History* (Harvard, 2008)
 Warren Breckman and Peter E. Gordon (eds.), *The Cambridge History of Modern European Thought, Volume I: The Nineteenth Century* (Cambridge, 2019)
 Christopher Leslie Brown, *Moral Capital: Foundations of British Abolitionism* (UNC, 2006)
 Susan Buck-Morss, *Hegel, Haiti, and Universal History* (Pittsburgh, 2009)
 Dipesh Chakrabarty, *Provincializing Europe: Postcolonial Thought and Historical Difference* (Princeton, 2007)

- Annelien de Dijn, *French Political Thought from Montesquieu to Tocqueville: Liberty in a Levelled Society* (Cambridge, 2012)
- Dan Edelstein, *The Terror of Natural Right: Republicanism, the Cult of Nature, and the French Revolution* (Chicago 2009)
- Vincenzo Ferrone, *The Enlightenment: History of an Idea* (Princeton, 2017)
- Ernest Gellner, *Nations and Nationalism*, 2nd ed. (Cornell, 2009)
- Paul Gilroy, *The Black Atlantic: Modernity and Double Consciousness* (Harvard, 1995)
- Peter E. Gordon and Warren Breckman (eds.), *The Cambridge History of Modern European Thought, Volume II: The Twentieth Century* (Cambridge, 2019)
- Liah Greenfeld, *Nationalism: Five Roads to Modernity* (Harvard, 1993)
- Ivan Hannaford, *Race: The History of an Idea in the West* (Johns Hopkins, 1995)
- Albert O. Hirschman, *The Passions and the Interests: Political Arguments for Capitalism before Its Triumph* (Princeton, 1997)
- Jonathan Israel, *Radical Enlightenment* (Oxford, 2001)
- Margaret C. Jacob, *The Secular Enlightenment* (Princeton, 2019)
- Sarah Knott and Barbara Taylor (eds.), *Women, Gender and Enlightenment* (Palgrave, 2005)
- Anthony J. La Vopa, *The Labor of the Mind: Intellect and Gender in Enlightenment Cultures* (UPenn, 2017)
- Antoine Lilti (trans. Lynn Jeffress), *The Invention of Celebrity* (Polity, 2017)
- John Marshall, *John Locke, Toleration, and Early Enlightenment Culture* (Cambridge, 2010)
- Charles Mills, *The Racial Contract*, 25th anniversary edition (Cornell, 2022)
- Uday Singh Mehta, *Liberalism and Empire: A Study in Nineteenth-Century British Political Thought* (Chicago, 1999)
- Sankar Muthu, *Enlightenment against Empire* (Princeton, 2003)
- Jennifer Pitts, *A Turn to Empire: The Rise of Imperial Liberalism in Britain and France* (Princeton, 2006)
- Cedric J. Robinson, *Black Marxism: The Making of the Black Radical Tradition*, 3rd ed. (Penguin, 2020)
- Londa Schiebinger, *The Mind Has No Sex? Women in the Origins of Modern Science* (Harvard, 1991)
- Jerrold Seigel, *The Idea of the Self: Thought and Experience in Western Europe since the Seventeenth Century* (Cambridge, 2005)
- Charles Taylor, *A Secular Age* (Harvard, 2007)
- Donald Winch, *Riches and Poverty: An Intellectual History of Political Economy in Britain, 1760-1834* (Cambridge, 1996)
- Surveys of social, economic, political, and cultural change in Europe and beyond, c.1650-1914*
- David Armitage and Sanjay Subrahmanyam (eds.), *The Age of Revolutions in Global Context, c.1760-1840* (Palgrave, 2010)
- William J. Ashworth, *The Industrial Revolution: The State, Knowledge, and Global Trade* (Bloomsbury, 2017)
- C.A. Bayly, *The Birth of the Modern World, 1780-1914* (Wiley-Blackwell, 2003)
- T.C.W. Blanning, *The Culture of Power and the Power of Culture: Old Regime Europe 1660-1789* (Oxford, 2003)
- Steven Hahn, *A Nation without Borders: The United States and Its World in an Age of Civil Wars, 1830-1910* (Penguin, 2017)
- Eric Hobsbawm, *The Age of Empire, 1875-1914* (Vintage, 1989)
- _____, *The Age of Revolution, 1789-1848* (Vintage, 1996)
- _____, *The Age of Capital, 1848-1875* (Vintage, 1996)
- Jürgen Osterhammel (trans. Patrick Camiller), *The Transformation of the World: A Global History of the Nineteenth Century* (Princeton, 2015)
- Kenneth Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (Princeton, 2000)
- Alan Taylor, *American Colonies: The Settling of North America* (Penguin, 2002)
- Ellen Meiksins Wood, *The Origin of Capitalism: A Longer View* (Verso, 2002)

Note: The Liberal Arts College employs the following grading norms in all its courses:

A =	Excellent work in both content and presentation. The work answers all components of a question and/or fulfills all requirements set out in the instructions. It contains a clear and persuasive argument, a well-written and well-structured text that features a solid introduction and conclusion, and examples to illustrate the argument. Few, if any, presentation errors appear. The grade A+ will be awarded rarely, and only for exceptional work.
B =	Solid in both content and presentation. The work is clear and well structured. Minor components of the argument might be missing, and there may be fewer illustrations. Some noticeable errors in presentation may have interfered with the general quality of the work.
C =	Student demonstrates a limited understanding of the material. Ideas are presented in a style that is at least somewhat coherent and orderly. Occasional examples are provided to support the argument. Significant presentation errors affecting the quality of the work may be present. Major components of the assignment may have been omitted in the response.
D =	Barely acceptable. Student has only a basic grasp of the material. Organization and development are often lacking. Few, if any, examples are provided to illustrate the argument. Major components of the assignment might have been neglected and major presentation errors hamper the work.
F =	Shows an inadequate grasp of the material. The work has major errors of presentation and provides no supporting illustration for the argument. Ideas are not clear to the reader. The work lacks structure and does not fulfill the requirements of the course.

Policy regarding Absences

Participation in seminar discussion is essential at the Liberal Arts College. Hence a pattern of non-attendance in a course can result in a failing grade even if all papers and assignments are completed. A pattern of non-attendance is hereby defined as four (4) absences per semester for a course. Faculty members will determine whether a failing grade should be awarded in a given case, taking relevant circumstances into account. Students are expected to arrive on time and may be marked absent if they do not. Students should also keep in mind that absences will affect their participation grade.

Policy regarding Late Work

A grade of "INC" (incomplete) will only be granted in exceptional circumstances, including medical reasons. Permission to seek a grade of "INC" must be granted by the faculty member. Any student with more than one "INC" in a semester will have to meet with the Principal of the College.

All assignments submitted after the deadline will be penalized by a lower grade unless a medical note is produced. Penalties for lateness will be explained by faculty members at the beginning of the semester.