Course Overview

The goal of investigating the political thought of the post-enlightenment period (which for our purposes will encompass the late 18th, 19th, and early 20th Centuries) is to seek out the foundations of the ideologies that have shaped the 20th and 21st centuries. In a very direct way the major movements - both political and intellectual - of the contemporary era have their roots in the thought of the post-enlightenment era, whether we are discussing Liberalism (in both its classical or ‘Neo’ variety), Marxism, Cosmopolitanism, or Feminism. An investigation of these earlier thinkers and texts can give us a stronger understanding of the ideas and forces that have shaped the world around us.

However, deeper than these basic questions of ideology, the post-enlightenment period also developed some of the major themes and concepts around which contemporary politics is organized. Most importantly for our purposes lies the question of progress. In the wake of the enlightenment, with its valorization of reason and rationality over tradition and superstition, came a shift in the way in which history was viewed. Against the feudal (and even early modern) expectations that the future would resemble the past, the enlightenment ushered in a vision of history that described a world that was progressing: philosophically, scientifically, morally, and politically. The different thinkers that we will discuss in this course each engage with the question of progress, providing their particular vision of the mechanisms by which history progresses, and the goal towards which it is working. An understanding of these early investigations into the question of progress can give us a better understanding of our own place within history.

Students will be expected to leave this course with a strong grasp of the central texts, as well as a general understanding of the post-enlightenment period and how it relates to the current political landscape.

Evaluation

The course grade will consist of three assignments; an in-class examination, a research paper and a final examination.

In Class Exam

This exam will be on Kant and Marx. You will have a choice of questions, although you will have to write on both thinkers. It is intended to show a strong grasp of the texts, as well as indicate some critical consideration of how they relate to one another.
Research Paper
12-14 pages in length, the paper topic will be chosen from a list I will distribute (although you will have considerable leeway in terms of the actual direction of your paper). While the paper will focus on texts and thinkers from the class, you will also be expected to incorporate secondary sources and outside research on the subject. If you have concerns about how to track down secondary sources such as journal articles or books, please speak to one of our reference librarians, or to me.

Final Exam
Cumulative, but with an emphasis on the second half of the course. Again, this exam is intended to demonstrate a strong grasp of the texts we have studied, as well as indicate critical thought about the ways in which they compare and contrast, and their broader implications.

In addition, though participation will not be formally graded, students who contribute to class discussions may receive bonus points. Students will not be marked down for failure to participate, although it is encouraged.

In-Class Exam  25%
Research Paper  40%
Final Exam      35%

Incomplete Policy
Failure to submit a research paper or sit the final exam will result in a grade of 'N'.

Late Policy
Late assignments will be penalized 5% a day. Extensions will only be granted in documented cases of illness, mental health concerns, or family emergency.

Plagiarism and Academic Integrity
Academic integrity is intellectual honesty and responsibility for academic work that you submit individually or as a member of a group. It involves commitment to the values of honesty, trust and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences.

The responsibility of the institution - Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.

The responsibility of the student - Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, ask your instructor. Depending on the severity of the case,
penalties include a warning, a failing grade, a record on the student’s transcript, or a suspension. It is your responsibility to understand the University’s policy on academic integrity, which can be found on pages 32-34 of the undergraduate calendar.

Please see the (revised) academic integrity policy: https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html

**Grading Scale**

<table>
<thead>
<tr>
<th>Passing Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90 – 100</td>
<td><strong>Exceptional, outstanding</strong> and <strong>excellent</strong> performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85 – 89</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80 – 84</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77 – 79</td>
<td><strong>Very good</strong>, <strong>good</strong> and <strong>solid</strong> performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73 – 76</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70 – 72</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65 – 69</td>
<td><strong>Satisfactory</strong>, or <strong>minimally satisfactory</strong>. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60 – 64</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50 – 59</td>
<td><strong>Marginal</strong> Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Failing Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>0</td>
<td>0 – 49</td>
<td><strong>Unsatisfactory</strong> performance. Wrote final examination and completed course requirements; no supplemental.</td>
</tr>
<tr>
<td>N</td>
<td>0</td>
<td>0 – 49</td>
<td>Did not write examination or complete course requirements by the end of term or session; no supplemental.</td>
</tr>
</tbody>
</table>

1. The percentage grading scale applies to all Faculties at the University of Victoria.
2. The percentage grades should be associated with a letter grading schema.
3. A percentage grade for an N grade should be assigned in the following manner: **N GRADE**: If a student has not completed the exam, or has not completed the course requirements, but has submitted course requirements that total more than 49% of the total grade for a course, an instructor will assign a percentage grade of 49%.

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**Course Experience Survey (CES)**

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.
Texts
Immanuel Kant *Perpetual Peace and Other Essays*
John Stuart Mill *On Liberty and Other Essays*
Karl Marx *Selected Writings*
W.E.B. Du Bois *The Souls of Black Folk*
W.E.B. Du Bois *Darkwater: Voice from Within the Veil*

Additional reading will be available on the course website

**Class Schedule**

**Week 1**
Jan. 7: Introduction
Jan. 8: Kant “An Answer to the Question: What is Enlightenment?” [8 pages]
Jan. 10 Kant “On the Proverb: That May be True in Theory but is of No Practical Use” [32 Pages]

**Week 2**
Jan. 14: Continued
Jan. 15: Kant “Idea for a Universal History with a Cosmopolitan Intent” [12 Pages]
Jan. 17: Cont.

**Week 3**
Jan. 21: Kant “To Perpetual Peace: A Philosophical Sketch” [38 Pages]
Jan. 22: Kant Cont.
Jan. 24: Kant Cont.

**Week 4**
Jan. 29: Marx Cont.
Jan. 31: Marx “Economic and Philosophical Manuscripts of 1844” [21 Pages]

**Week 5**
Feb. 4: Marx Cont.
Feb. 5: Marx Cont.

**Week 6**
Feb. 11: Marx “The Eighteenth Brumaire of Louis Bonaparte” [27 Pages]
Feb. 12: Marx Cont.
Feb. 14: **Midterm**

**Week 7**
Feb. 18: **Class Cancelled – Reading Break**
Feb. 19: **Class Cancelled – Reading Break**
Feb. 21: **Class Cancelled – Reading Break**

**Week 8**
Feb. 25: Frederick Douglass “What to a Slave is the Fourth of July?”
Feb. 26: Mill “On Liberty” Chapter I [13 Pages]
Feb. 28: Mill “On Liberty” Chapter II [37 Pages]

**Week 9**
Mar. 3: Mill Cont.
Mar. 4: Mill “On Liberty” Chapters III & IV [36 Pages]
Mar. 6: Mill “On Liberty” Chapter V [21 Pages]

**Week 10**
Mar. 10: Mill Cont.
Mar. 11: Taylor-Mill “Enfranchisement of Women” and Sojourner Truth “Ain’t I a Woman?”

**Week 11**

**Week 12**

**Week 13**
Apr. 1: Du Bois Cont.
Apr. 3: Du Bois Cont. **Research Paper Due at Beginning of Class**