



PHIL*4230 Current Debates in Social and Political Philosophy

Winter 2019

Section(s): C01

Department of Philosophy

Credit Weight: 0.50

Version 1.00 - January 07, 2019

1 Course Details

1.1 Calendar Description

This is an advanced level course that examines in detail selected historical or contemporary treatments of specific issues in social and political philosophy.

Pre-Requisite(s): 1.00 credits in Philosophy at the 3000 level or 12.50 credits

1.2 Course Description

In recent years the chants of “the end of progress” have grown more vexatious. Generally, critics charge that the historical idea of progress and development have worked to rationalize and legitimize colonialism and imperialism. They further charge that universalism of the liberal theories was in fact Eurocentrism in disguise, justifying the domination and exploitation of non-European as a civilizing mission. They, then, boisterously declare “the end of progress,” has come. The aim of the course is to critically assess the history of this debate and try to answer whether progress is real or illusory.

1.3 Timetable

Timetable is subject to change. Please see WebAdvisor for the latest information.

1.4 Final Exam

The course does not have a final exam.

There is a final essay instead.

2 Instructional Support

2.1 Instructional Support Team

Instructor:	Omid Payrow Shabani
Email:	oshabani@uoguelph.ca
Telephone:	+1-519-824-4120 x53201
Office:	MCKN 327
Office Hours:	Office hours: Tue. & Thu. 11:00-12:00

3 Learning Resources

3.1 Required Resource(s)

Allen, Amy, *The End of Progress* (New York: Columbia University Press, 2016). (Textbook)

Adorno, Theodor, *History and Freedom*, ed. Rolf Tiedeman (London: Polity, 2001). (Textbook)

Adorno, Theodor, "Progress," in *Critical Models: Interventions and Catchwords* (New York: Columbia University Press, 2005). (Textbook)

Bernasconi, Robert, "Who Invented the Concept of Race? Kant's Role in the Enlightenment Construction of Race," in Bernasconi (ed.), *Race* (Oxford: Blackwell, 2001) (Textbook)

Foucault, Michel, "What is Enlightenment?" in *Foucault Reader*, ed. by Paul Rabinow (New York: Pantheon Books) 1984 (Textbook)

Kant, Immanuel, "Idea for a Universal History with cosmopolitan Purpose," *Political Writing*, ed. H.S. Reiss, Cambridge: Cambridge University Press, 1991). (Textbook)

Kant, Immanuel, "A Renewed Attempt to Answer the Question: Is the Human Race Continually Progressing," *Political Writings*. (Textbook)

Hegel, G.W.F., *Elements of Philosophy of Right*, H.B. Nisbet (trans.), A.W. Wood (ed.), (Cambridge: Cambridge University Press, 1991). (Textbook)

McCarthy, Thomas, *Race, Empire, and the Idea of Human Development*, (Cambridge: Cambridge University Press, 2009). (Textbook)

Tully, James, *On Global Citizenship: James Tully in Dialogue*, (India: Bloomsbury Publishing, 2014). (Textbook)

3.2 Note:

STUDENTS ARE RESPONSIBLE FOR ACQUIRING THE TEXTS. They are not available in the bookstore. You might acquire them from the library, or by ordering them from Amazon, or by any other means.

There is an average of 25-30 pages reading a week.

3.2 Suggested Readings:

-Amin, Samir, *Eurocentrism*, trans. Russel Moore (New York: Monthly Review Press, 2009).

- J.B. Bury and Charles A. Beard, *The Idea of Progress: An Inquiry into Its Origin and Growth* (New York: The Macmillan Company, 1932).
- Eagleton, Terry, "Postcolonialism and 'Postcolonialism,'" *Interventions*, 1 (1) 24-26, 1998.
- Emmanuel Chuckwudi Eze, "The Color of Reason: The Idea of Race in Kant's Anthropology," in Eze (ed.), *Postcolonial African Philosophy* (Oxford: Blackwell, 1997).
- Marquis De Condorcet, *Historical Picture of the Progress of the Human Spirit*, trans. June Barraclough (London: Weidenfeld & Nicolson, 1955).
- Eigen and Larrimore (eds.), *The German Invention of Race* (Albany: SUNY Press, 2006).
- Forst, Rainer, *The Right to Justification* (New York: Columbia University Press, 2014).
- Robert Nisbet, *History of the Idea of Progress* (New Brunswick, N.J.: Transaction Publisher, 1994); however, Ludwig Edelstein maintains—in his *The Idea of Progress in Classical Antiquity* (Baltimore: John Hopkins Press, 1967).
- George S. Painter, "the Idea of Progress," *American Journal of Sociology*, 28/3, (Nov. 1922) p.263.
- Edward Said, *Orientalism* (New York: Penguin Books, 2003).
- James Tully, "On Law, Democracy and Imperialism," in *Public Philosophy in a New Key*. Vol. 1, *Democracy and Civic Freedom*, and Vol. 2, *Imperialism and Civic Freedom* (Cambridge: Cambridge University Press, 2008).

3.2 Note

The texts are available in the library, bookstore, on the net, Amazon and similar sites.

For instance to get at Foucault's "What is Enlightenment?" you just need to type the author's name and the title in your search bar and you'll find many sources to access the text.

To locate the texts is a learning practice.

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. Foster a sense of citizenship.
2. Have a good understanding of the history of the idea of progress.
3. Have a good sense of the role the idea of progress has played in relation to colonialism.
4. Have improved their communicative (both oral and written) skills.
5. Have formulated a critical position with respect to the idea of progress.

5 Teaching and Learning Activities

5.1 Lecture

Topic(s): Schedule of activities will be worked out in class and then published on the courselink.

6 Assessments

6.1 Marking Schemes & Distributions

1) Presentations: are to take between 40 to 45 minutes, with the presenter introducing the material and conveying the main ideas, concepts, and arguments. The presenter is required to submit by an email the text of their presentation to me a day before the class before noon. (The presenter does not need to have a critical summary for the day of their presentation.) In the remaining time of the class, the presenter will lead a discussion by answering the other students' questions.

2) Critical Summaries: Critical summary assignment is a one-page single-spaced text, where the students aim to demonstrate their understanding of the assigned reading. The summary should end with one critical question about the reading that the students put to the presenter to stimulate the class discussion. You should hand in ten to obtain the maximum mark of 20%. Students should submit their summaries to me in class.

3) The Essay: The essay topic is, "Is Progress real or Illusory?" The topic should be addressed by drawing on the course material in that, a serious effort should be made to draw and incorporate the material discussed in "Required Readings". The paper ought to be 3000-3200 words, double-spaced, typed in font 12 and prepared according to Chicago Manual of Style's latest edition. Late papers will incur a penalty of 5 marks a day. An extension could be granted on reasonable grounds. (You need to have a title page, page number, and the words count at the end. Spelling and grammar errors are unacceptable) In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

4) Bonus Assignment: Publish a Letter to the Editor in a city daily newspaper by the last day of classes (Nov. 29). Upon the publication of your letter, send the link of the page where your letter appears on the paper's website to me. I will, then, add the 5% to your marks before the submission of final grades

-If a student must miss a class, s/he is responsible for doing the reading. A one page reflect piece on the reading must be submitted to me by the next class.

6.2 Assessment Details

Presentations (40%)

Number of presentations to be decided in the first class.

Critical Summaries (20%)

10 @ 2% each.

Final Paper (40%)

Dec. 3rd: Please submit your essay to dropbox by noon. Late essays will incur a penalty of 5 marks per day.

Bonus Assignment (5%)

7 Course Statements

7.1 Rules:

- The course outline is subject to change with sufficient notice.
- Make up assignment is granted with proper medical documentation otherwise the mark of zero will be entered in your class record.
- No cell phone use unless specifically necessary, no texting in class room.
- No taping or recording of any type in the class without the expressed permission of the instructor. While the class is in session, all ringers must be turned to vibrate and, if a call constitutes an emergency, students are asked to exit the classroom and make (or take) the call quietly in the hallway without disturbing others. When the call is completed, students will be allowed to come back. Alternatively, all phones and electronic gadgets must be turned off and stored away.

7.2 Course Format

The class will have seminar-style format. It is crucial that you come to class prepared to engage the reading and the day's presentation. We will begin by a 5-10 minutes' introduction by me providing context and background to the day's reading. The presenter will then take 30 minutes to present the day's reading. At the end of the presentation other students will put their prepared questions in their critical summaries to the presenters for the rest of the class.

8 University Statements

8.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

8.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for

Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

8.3 Drop Date

Courses that are one semester long must be dropped by the end of the fortieth class day; two-semester courses must be dropped by the last day of the add period in the second semester. The regulations and procedures for course registration are available in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

8.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

8.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

More information can be found on the SAS website

<https://www.uoguelph.ca/sas>

8.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic

integrity, and it is the responsibility of all members of the University community-faculty, staff, and students-to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

8.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

8.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>
