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Elements in green have been revised to accommodate the shift to remote instruction due to COVID-19.

COURSE INFORMATION

This course puts two theories of the state in dialogue with each other: that of Plato’s *Republic* and Rousseau’s *The Social Contract*. We will use an experiential learning pedagogy called *Reacting to the Past* which will require us to grapple not just with the theoretical arguments offered in these texts but also with the practical challenges of running a state according to these principles. The word “ideal” in the course title is thus somewhat tongue in cheek.

PREREQUISITE(S)

Two previous courses in Philosophy, one of which must be Philosophy 301, 303, 305, 307, 309, or 311.

COURSE OBJECTIVES/LEARNING OUTCOMES

By the end of the class students will be able to:

- Recognize major thinkers and texts related to Ancient Athens, including Plato’s *Republic* and Pericles’ funeral oration.
- Recognize major thinkers and texts related to the Enlightenment and the French Revolution, including Rousseau’s *The Social Contract* and Burke’s *Reflections on the Revolution in France*.
- Describe some of the major political, social, and philosophical theories of state power and legitimacy found in these texts.
- Understand some of the practical issues faced by states, including finances, internal and external threats, and conflicts between public and private interests.

Students must also engage with questions such as:

- Is democracy a good form of government?
- Should limitations be imposed on free speech?
- Must citizens receive special training or education to be entitled to participate in government?
- Under what circumstances should people be admitted as citizens?
- When, if ever, is political violence justified?
- Should people who have experienced serious wrongs seek reconciliation or retributive justice?
- What role does and should the press play in political life?

Finally, students will develop a number of practical skills including:

- Devising and presenting logical arguments, supported by evidence.
- Using research skills to find multiple resources to support arguments.
- Verbal express, writing skills, and organization of ideas.
- Criticizing opposing viewpoints and defending their own.
- Collaborating with others as a member of a team.

REQUIRED/RECOMMENDED TEXTBOOKS, READINGS AND MATERIALS

The following two books are required and can be purchased from the University Bookstore:

Ober, Josiah, Naomi J. Norman, and Mark C. Carnes. *The Threshold of Democracy: Athens in 403 BC*. 4th Edition. Reacting to the Past Series. W.W. Norton and Company. 2015. ISBN 978-0-393-93887-6
Popiel, Jennifer, Mark C. Carnes, and Gary Kates. *Rousseau, Burke, and Revolution in France 1791*. 2nd Edition. Reacting to the Past Series. W.W. Norton and Company. 2015. ISBN 978-0-393-93888-3

Students will also need access to the following two texts in some edition or other. Copies of the editions below can be purchased at the bookstore, but in both cases solid editions of the texts can be found freely online. Links to recommended online versions will be posted on D2L.

Plato. *The Republic*. Trans: Desmond Lee. Penguin Classics. Penguin Books. 2007.
ISBN 978-0-140-45511-3

Rousseau, Jean-Jacques. *The Social Contract*. Trans: Morris Cranston. Penguin Classics. Penguin Books. 1968. ISBN 978-0-14-044201-4

COURSE ASSESSMENT AND EVALUATION

The uncompleted portions of the French Revolution Game will be shifted to a slack workspace and played asynchronously. While every attempt to make this accessible to students with low technology resources has been made, students who cannot complete the class in this environment should be sure to contact me to make alternate arrangements.

The class will be divided into three sections: Athens (January 16 – February 25th), French Revolution (February 27th – **April 7th**) and a class Postmortem (**April 9th – 14th**).

After each of the first two class sections students will be required to submit a learning reflection essay, together with supporting materials documenting their learning activities during the unit. **Materials should be submitted via D2L. Email with an attachment may be used as a back-up mechanism. Please screenshot the D2L submitted field or sent email when submitting work electronically in case of systems issues.**

Each student will then meet with me for a learning conference **via Zoom or telephone or chat as their technology allows** in which we will discuss the learning reflection and the student's portfolio of work, and collaboratively determine a grade for the unit.

Students who are satisfied with a maximum grade of A- for the class may complete only these components, which will be weighted equally in calculating the final grade.

Students who aim to receive **an A or A+ grade**, or who wish to improve upon the grade they received based on the first two units, may submit a final project for the class (worth 40%). After submitting the project students will meet with me **via Zoom or telephone or chat as their technology allows** for a learning conference to discuss the project, and collaboratively determine a grade for the class as a whole.

THERE WILL BE NO REGISTRAR SCHEDULED FINAL EXAM.

Summary of Grading Components and tentative due dates:

Component	Due Date	Weight
Athens Learning Reflection	February 25 th	50% (if no final project, otherwise 30%).
Athens Supporting Materials	February 25 th	
Athens Learning Conference	March 2 nd – 13 th	
French Revolution Learning Reflection	April 14th	50% (if no final project, otherwise 30%).
French Revolution Supporting Materials	April 14th	
French Revolution Learning Conference	April 15th – 30th	
Final Project (optional – required to receive a grade above A-)	April 23 rd	40% (if completed)
Final Project Learning Conference (if applicable)	April 15 th – 30 th	

IMPORTANT DEPARTMENTAL, FACULTY AND UNIVERSITY INFORMATION

Academic Accommodations

It is the student's responsibility to request academic accommodations according to the University policies and procedures. The student accommodation policy can be found at ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

Students needing an Accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their instructor.

Absence or Missed Course Assessments

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see ucalgary.ca/pubs/calendar/current/m-1.html

Student Support and Resources

Full details and information about the following resources can be found at ucalgary.ca/Registrar/registration/course-outlines

- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Academic Advising

If you are a student in the Faculty of Arts, you can speak to an academic advisor in the Arts Students' Centre about course planning, course selection, registration, program progression and more. Visit the

Faculty of Arts website at arts.ucalgary.ca/advising for contact details and information regarding common academic concerns.

For questions specific to the philosophy program, please visit phil.ucalgary.ca. Further academic guidance is available by contacting David Dick (Undergraduate Program Director dgdick@ucalgary.ca) or Jeremy Fantl (Honours Advisor jfantl@ucalgary.ca). If you have questions regarding registration, please email Rebecca Lesser (Undergraduate Program Administrator phildept@ucalgary.ca).

Writing Assessment and Support

The assessment of all written assignments—and, to a lesser extent, written exam responses—is based in part on writing skills. This includes correctness (grammar, punctuation, sentence structure, etc.), as well as general clarity and organization. Research papers must include a thorough and accurate citation of sources. Students are also encouraged to use Writing Support Services for assistance (one-on-one appointments, drop-in support and writing workshops). For more information, and other services offered by the Student Success Centre, please visit ucalgary.ca/ssc.

Online Resources and Electronic Devices

Important information and communication about this course may be posted on D2L (Desire2Learn), UCalgary's online learning management system. Visit ucalgary.service-now.com/it for how-to information and technical assistance.

The instructor reserves the right to establish specific course policies regarding the use of electronic devices. If permitted, the use of devices must be exclusively for instructional purposes, and without disruption to the instructor or fellow students. Devices should be set to silent mode during lectures. Audio or video recording of lectures is not permitted without the written permission of the instructor. Students violating this policy are subject to discipline under the University of Calgary's Non-Academic Misconduct policy.

Academic Misconduct/Honesty

Cheating or plagiarism on any assignment or examination is as an extremely serious academic offense, the penalty for which will be an F on the assignment or an F in the course, and possibly a disciplinary sanction such as probation, suspension, or expulsion. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at ucalgary.ca/pubs/calendar/current/k.html.

Intellectual honesty requires that your work include adequate referencing to sources. Plagiarism occurs when you do not acknowledge or correctly reference your sources. If you have questions about referencing, please consult your instructor.

University Policies

The Instructor Intellectual Property Policy is available at ucalgary.ca/policies/files/policies/Intellectual%20Property%20Policy.pdf

The University of Calgary is under the jurisdiction of the provincial Freedom of Information and Protection of Privacy (FOIP) Act, as outlined at ucalgary.ca/legalservices/foip. The instructor (or TA) must return graded assignments *directly* to the student UNLESS written permission to do otherwise has been provided.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (laws-lois.justice.gc.ca/eng/acts/C-42/index.html).