

# CC 1102: Contemporary Civilization, Part II

Columbia University  
Spring 2017

**Meets:** Tuesdays and Thursdays, 10:10 am – noon, Hamilton 313.

**Instructor:** Joshua Simon

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**Office:** International Affairs Building, 7<sup>th</sup> floor, Room 734

**Office Hours:** Wednesdays, 2-4 pm, or by appointment.

## Course Description

The second semester of Contemporary Civilization is an introduction to modern moral and political philosophy, primarily in Europe and North America, and, much less comprehensively, in the colonies of North Africa and South Asia. We begin with Rousseau's *Discourses* and *Social Contract*, and proceed to consider the modern world's most incisive champions and critics, asking whether political, economic, scientific, and artistic progress has made us more free, or rather, spread garlands of flowers over the iron chains that weigh us down.

Our goal is not only to understand how a variety of influential authors have answered this question in the past, but also to develop skills in critical reading, textual interpretation, theoretical and empirical analysis, discussion, debate, and scholarly writing that will help us rigorously reflect on the meaning of justice in the present, and effectively explain our conclusions in the future.

## Books for Purchase

Please acquire copies of the following texts in the indicated editions and bring them to class on the days they are assigned:

Rousseau, *The Basic Political Writings* (Hackett)  
Smith, *Wealth of Nations* (Modern Library)  
Kant, *Groundwork of the Metaphysics of Morals* (Cambridge)  
Burke, *Reflections on the Revolution in France* (Oxford)  
Wollstonecraft, *A Vindication of the Rights of Woman* (Oxford)  
Tocqueville, *Democracy in America* (Penguin)  
Mill, *On Liberty, Utilitarianism, and Other Essays* (Oxford)  
*Marx-Engels Reader* (Norton)  
Darwin, *Norton Critical Edition* (Norton)  
Nietzsche, *On the Genealogy of Morals / Ecce Homo* (Vintage)  
Du Bois, *The Souls of Black Folk* (Norton)  
Fanon, *The Wretched of the Earth* (Grove)  
Freud, *The Freud Reader* (Norton)  
Foucault, *Discipline and Punish* (Vintage)

## Course Requirements and Grading

- **Reading, attendance, and participation (10% of final grade):** Read all assigned selections carefully before each class meeting and come to class prepared to participate politely and effectively in a discussion of the key arguments they contain. Please notify the instructor by email in advance of any planned or last-minute absence from class, explaining the reasons for your absence.
- **Questions for small-group discussion (10%):** For every class meeting, think of a question about the assigned readings, write it down, and bring it with you to class on a sheet of paper. We will begin each class by pairing off and devoting 15 minutes to small-group discussion of your prepared questions. Afterwards, the questions will be handed in to the instructor (so make sure your name is on the paper).
- **Midterm (15%) and Final (20%) Examinations:** All students will complete a midterm exam in class on November 10<sup>th</sup>, and a final exam on Friday, December 16<sup>th</sup>. Exams are closed-book and closed-note, and will be hand-written in blue books. Students requiring arrangements or support services to accommodate learning disabilities should register with Disability Services and present the instructor with an official request.
- **Short paper (20%):** All students will write and revise a short (about 7 pages, double-spaced, 12-point font) paper that describes the three accounts given of the “state of nature” in Hobbes’s *Leviathan*, Locke’s *Second Treatise*, and Rousseau’s *Discourse*, using appropriate evidence from each text, and discusses how the similarities and differences between these accounts of pre-political man relate to similarities and differences in the political institutions that each thinker recommends. The papers will be circulated first to assigned groups of fellow-students, which will meet in person during our regular class time, and provide constructive criticism and feedback. Next, students will revise their papers, and provide the instructor with their original drafts, their revised drafts, and a brief memo noting what revisions were made and how those revisions respond to critiques or suggestions made by fellow-students.
- **Long paper (25%):** All students will write a long paper (7-10 pages, double-spaced, 12-point font) on a topic chosen from a list to be distributed by the instructor, or on a special topic chosen in consultation with the instructor. Exchanging long papers for purposes of criticism and revision is highly recommended but not required.

## Class Policies

**Late Assignments and Papers** will be marked down 10% for every week after the deadline, except with prior approval by the instructor.

**Laptops, tablets, phones, and “smart” watches** should be put in silent mode and remain in your bags or pockets during class meetings. Please bring a hardcopy version of all assigned readings and your preferred note paper, pen, and/or pencil to each class meeting.

The **Columbia University Undergraduate Guide to Academic Integrity** describes the University policies and disciplinary procedures that will be observed in this course concerning academic dishonesty, and provides tutorials on citing sources and study skills. It is available online at: <https://www.college.columbia.edu/academics/academicintegrity>.

## Notes on Class Participation

What does it mean to participate politely and effectively in class discussions? We can think of each virtue in terms of the ultimate end that both serve: polite and effective participation stimulates more participation by others, while impolite and ineffective participation stops the conversation.

**Participating politely** means, first and foremost, contributing without talking over anyone else. You don't have to raise your hands, but you can raise your hands if while someone else is talking you think of something you want to say, and I will make a note of it and call on you to speak next. Participating politely also means thinking about how the tone of your voice and the words you choose will affect your classmates. This course is almost entirely about politics and religion—topics that, notoriously, one is not supposed to raise at Thanksgiving dinner. Strive to address these sensitive issues in ways that make others feel welcome to contribute, and leave no one wishing that they didn't have to come back to class for the next meeting. That means no *ad-hominem* arguments. If you disagree with what someone else is saying, say so, but confine your disagreement to what the other person is saying, and don't address the person themselves. You are welcome to tell us how your own personal life experiences have influenced the way you read a text or responded to it, but don't make assumptions about your classmates' life experiences or about how differences in experience influence the arguments they make in class. All this is emphatically not meant to say don't be passionate, don't be angry, don't be sad, don't be enthusiastic. I hope you will be all those things, but I hope you'll direct those emotions at the texts and the ideas that come up in class, rather than your classmates. We are all in this together.

**Participating effectively** means making comments or asking questions that are on-topic, responsive to questions or comments that I or, especially, your classmates pose. I hope you will answer my questions and disagree with my interpretations, but I will be particularly impressed when you answer your classmates' questions, or pose questions for your classmates concerning their comments, asking them to go deeper, to say more, to consider another possible interpretation or point of view. Effective participation also makes good use of the texts, supporting arguments by pointing us to particular passages. That's why you need to have the books with you every day. Finally, effective participation makes connections across the course, recalling ideas that we've discussed earlier, helping us see the points at which different authors are in explicit or implicit disagreement, asking whose position is more coherent, more compellingly put, or more relevant to our own concerns.

## Useful Links

The **CC Reader** contains selected assigned readings in pdf. You can find and download the texts indicated below here: <https://www.college.columbia.edu/core/conciv/ccreader>.

The **Stanford Encyclopedia of Philosophy** is a comprehensive online reference work, written and continuously edited by experts on the ideas, traditions, and figures it describes. This is a good place to start looking for short biographies and overviews of the authors and texts you are reading: <http://plato.stanford.edu/>.

The **Writing Center** provides writing support to Columbia students. It offers one-on-one consultations and workshops that will help you improve your essays' arguments, exposition, and organization. You can book appointments at: <http://www.college.columbia.edu/core/uwp/writing-center>.

## Schedule of Readings, Due Dates, and Class Meetings

### Tuesday, Jan. 17

Immanuel Kant, “What is Enlightenment?” (in **CC Reader**).

### Thursday, Jan. 19

Rousseau, *Discourse on the Origins of Inequality*, entire.

### Tuesday, Jan. 24

Rousseau, *Social Contract*, Books I-II.

### Thursday, Jan. 26

Rousseau, *Social Contract*, Books III-IV.

### Monday, Jan. 30

**First papers due** as email attachment to writing groups at NOON; cc [jds2266@columbia.edu](mailto:jds2266@columbia.edu).

### Tuesday, Jan. 31

Writing group meetings – no readings assigned, no class meeting.

### Thursday, Feb. 2

Wollstonecraft, *Vindication of the Rights of Woman*, chapters 1-4, 5 (sections 1 and 4), 9.

### Monday, Feb. 6

**Revised first paper and revision memo due.** Print and place a paper copy in my mailbox on the 7<sup>th</sup> floor of the International Affairs Building **by 5 pm**.

### Tuesday, Feb. 7

Jefferson, “Declaration of Independence”; Sieyès, “What is the Third Estate?”; U.S. Constitution, Amendments I-X (the “Bill of Rights”); Preface to the French Constitution of 1793 (the “Declaration of the Rights of Man and Citizen”) (in **CC Reader**).

### Thursday, Feb. 9

Douglass “What to the Slave is the Fourth of July?”; de Gouges, “Declaration of the Rights of Woman”; Stanton, “Address to the New York Legislature”; Truth “Ain’t I a Woman?” (in **CC Reader**); Free Citizens of Color of Saint-Domingue, “Address to the National Assembly”; Haitian Declaration of Independence (on **Courseworks**).

**Tuesday, Feb. 14**

Burke, *Reflections on the Revolution in France*, pgs. 3-22, 32-38, 47-53, 58-63, 75-79, 88-97, 105-116, 121-128, 135-142, 172-179, 195-204, 248-250.

**Thursday, Feb. 16**

Tocqueville, *Democracy in America*, Vol I, Introduction; Part 1, chapters 3-4; Part 2, chapter 5 (Sections 1-3); chapters 7-8; chapter 10 (section 1).

**Tuesday, Feb. 21**

Smith, *Wealth of Nations*, Introduction and Plan of the Work; Book I, chapters 1-4, 7-8; Book II, Introduction and chapter 3; Book III, chapter 1.

**Thursday, Feb. 23**

Smith, *Wealth of Nations*, Book III, chapters 2-4; Book IV, chapters 1-2; Book V, chapters

**Tuesday, Feb. 28**

Marx, "Preface to *A Contribution to the Critique of Political Economy*"; Marx and Engels, "Manifesto of the Communist Party"; Marx, "Critique of the Gotha Program" (*Tucker Reader* pages 3-6, 469-500, 525-541).

**Thursday, Mar. 2**

Marx and Engels, "Capital, Vol. 1", selections (*Tucker Reader* pages 302-364).

**Tuesday, Mar. 7**

Darwin, *On the Origin of Species*, Introduction, Chapters 3, 4, 6, 15; and *The Descent of Man*, Chapters 2-3, 21.

**Thursday, Mar. 9**

Midterm Exam in Class – No Readings Assigned.

**Tuesday, Mar. 21**

Kant, *Groundwork of the Metaphysics of Morals*, section 1.

**Thursday, Mar. 23**

Kant, "Perpetual Peace: A Philosophical Sketch" (on **Courseworks**).

**Tuesday, Mar. 28**

Mill, *Utilitarianism*, entire.

**Thursday, Mar. 30**

Mill, *On Liberty*, entire.

**Tuesday, Apr. 4**

Nietzsche, *Genealogy of Morality*, Essays 1 and 2.

**Thursday, Apr. 6**

Freud, *Civilization and its Discontents*, selections (Freud Reader pages 722-771).

**Tuesday, Apr. 11**

Du Bois, *The Souls of Black Folk*, chapters 1-6, 14; “The Souls of White Folk” (in **CC Reader**).

**Thursday, Apr. 13**

Gandhi, *Hind Swaraj*, selections (in **CC Reader**).

**Tuesday, Apr. 18**

Fanon, *The Wretched of the Earth*, chapter 1, Conclusion.

**Thursday, Apr. 20**

King, “Letter from a Birmingham Jail” and “I Have a Dream”; Malcolm X, “Message to the Grass Roots” and “The Ballot or the Bullet” (on **Courseworks**).

**Long Paper Topics Distributed in Class**

**Tuesday, Apr. 25**

de Beauvoir, *The Second Sex*, pp. 3-60, 82-138, 253-266, 597-628, 716-732.

**Thursday, Apr. 27**

Foucault, *Discipline and Punish*, Part I, chapter 1, Part III.

**Monday, May 1**

**Long Paper due.** Print and place a paper copy in my mailbox on the 7<sup>th</sup> floor of the International Affairs Building by **5 pm**.