ACKNOWLEDGMENT OF TRADITIONAL TERRITORY
FDU acknowledges that the land on which we gather is the unceded territory of the Coast Salish peoples, including the territories of the xʷməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), Stó:lō and Səl̓ilwətaʔ/Selilwitulh (Tsleil-Waututh) Nations.

COURSE DESCRIPTION
This course explores major currents of political radicalism both within and outside of the dominant western political tradition. Topics considered may include antidemocratic radicalism, democratic radicalism, Marxian radicalism, radical feminism, radical individualism, and post-colonial radicalism. Readings will include selections from Kant, Wollstonecraft, Marx, Luxemburg, Read, Fanon, p’Bitek, Woodcock, and Wolff. Students will be invited to consider seriously both justifications and criticisms of democracy, liberal individualism, capitalism, patriarchy, and colonialism, and draw their own conclusions. Attention will be paid to historical context, although no prior study of history or the history of political thought is required.

COURSE OBJECTIVES
Humanities/Philosophy 2439 equips students with an introductory understanding of different “radical” political bodies of thought as well as the capacity to compare diverse political systems. This includes the ability understand and articulate arguments about key political values, including (but not limited to) justice, freedom, equality, virtue, democracy, and citizenship. The course aims to introduce and explain the principles behind political traditions outside of the mainstream without predetermining student judgments or evaluations. Through a series of essays and formal assignments, students will also improve their ability to persuasively and correctly communication while also demonstrating the ability to compare the rationales behind different political philosophies as well as their social, cultural, and economic principles. At the end of the semester, student should be able to demonstrate their ability to

• Understand and explain important radical political theories in historical context
• Interpret, explain, and critique complex philosophical texts
• Situate radical political theories in contemporary political context
• Understand and explain the role of ideas in shaping political reality and constraining political choices as well as the role of political reality in shaping and constraining ideas or choices
• Articulate and justify a vision of the good society

COURSE FORMAT
The graded essays must be submitted through SafeAssign in WebCampus by midnight of the due date, as per the class schedule. Late assignments will not be accepted unless the instructor has been notified before the deadline, in which case a late penalty of up to a third of a letter grade per day will be applied, unless an extension is given. Papers more than a week late cannot be accepted, and all assignments must be completed in order to pass the course. Extensions will be granted in cases of illness or according to unique circumstances. You are expected complete the assigned readings, and you are strongly encouraged to read ahead on the major texts.
REQUIRED TEXTS
Gifford, James. Ed. Coursepack: HUMN 2439. Vancouver: Fairleigh Dickinson University, 2015. (all course readings will be available in WebCampus)

ASSIGNMENT GUIDELINES
1. All essays should follow the MLA style manual. All formal essays must be double-spaced and typed in the format we outline in class and as per the template on the course website. If you do not have access to a computer or typewriter and are unable to use the equipment on campus, please see the instructor to make alternate arrangements.
2. All essays must be submitted through SafeAssign in WebCampus by midnight on the due date. Any essay submitted through any other process (email or print) will be deemed late and will receive a late penalty until it is submitted through SafeAssign.
3. Students will best serve their interests by regular participation and completion of assignments.

GRADING POLICIES
1. All essays must be submitted through SafeAssign in WebCampus by midnight on the due date. Late assignments will be penalized by one third of a grade per day (ie: B to B-), unless the instructor has been suitably notified prior to the due date or in the case of extenuating circumstances. Extensions may be granted based on illness or according to unique circumstance, but the instructor must be consulted in advance.
2. In order to pass the course, you must hand in all essays and complete the final exam. This includes all drafts and revisions. This means that you might have “A”s on all the papers you have handed in and still fail the course because you have not handed in all major assignments.
3. A grading rubric will be provided for essay assignments.

ASSIGNMENTS
Unit Quizzes Weekly 10%
Attendance TBA 10%
Essay #1 (4-5 pages) 24 February 15%
Essay #2 (6-8 pages) 21 April 25%
Annotated Bibliography (10 entries) 17 March 15%
Final Examination (viva voce) TBA 25%
TOTAL 100%

GRADING SYSTEM

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Incomplete (I) only in special cases.
Online Quizzes: For each Course Unit, we will have an online quiz to confirm your understanding of the key points. You may retake the quizzes as many times as necessary before submitting the results, but each quiz must be completed and submitted before the deadline. Make-up quizzes for late or missed work are not possible without formal documentation of extenuating circumstances, so early completion is advisable. Quizzes will cover both the primary readings as well as secondary lecture and reading materials provided online through WebCampus.

Final Examination: The final examination for this course will be conducted as a “viva voce” (interview). Three questions will comprise the examination: (1) an oral defense of your final essay, (2) discussing your final essay’s topic or approach in relation to a different text or paradigm, and (3) a comparison of two course readings. Evaluation is based on three criteria ranked in order of importance: (1) demonstrated completion of the course of studies, (2) demonstrated understanding of the critical concepts of the course, and (3) the capacity for creative or innovative thought. More succinctly, the exam will test if students completed the course and achieved a reasonable level of comprehension.

Annotated Bibliography: Your Annotated Bibliography will provide an MLA Style citation for each of the 10 works you select and a short annotation of approximately 1-5 sentences. You will be evaluated on the correctness of your citation style (30%) and the grammatical correctness of your annotation (30%). The remainder is based on reasonable completion of the work. You must chose ONE format from the following options. You may also wish to use the library assignment as preparation for the Final Essay, but this is not a requirement:

- With regard to a single course unit, compile a bibliography listing TEN secondary sources. For each item in your bibliography, write a brief note on the nature of the source. Use complete sentences and correct grammar. What is the genre of the source? Is it scholarly, a review, a note, a personal response, et cetera? What is the primary purpose of the article? What is the nature of the periodical or book it is published in; is it scholarly, popular, peer-reviewed, self-published, et cetera? What aspects, if any, of the source could be useful in writing for your own scholarly work?
- With regard to three or more course units, compile a bibliography listing TEN secondary sources in total. For each item in your bibliography, write a brief note on the nature of the source. Use complete sentences and correct grammar. What is the genre of the source; is it scholarly, a review, a note, a personal response, et cetera? What is the primary purpose of the article? What is the nature of the periodical or book it is published in; is it scholarly, popular, peer-reviewed, self-published, et cetera? What aspects, if any, of the source could be useful in writing for the university classroom?

Regardless of the option you choose (one work or a set of three or more works), your bibliography must meet the following criteria: no more than five sources may be drawn from the materials in WebCampus, no more than two sources may be electronic in their original format, and no more than four sources may be “notes” or “reviews.” A “note” is generally a very brief article, consisting of 1-3 pages, focused on a highly specific element of the text. A “review” is generally published in a newspaper or popular magazine, and it is usually less than 2 pages. Wikipedia and non-academic online resources are not acceptable for this assignment. A minimum of 6 of the sources must be from academic resources in the library or online library—do not rely on Google or public resources when you have excellent scholarly sources available to you already.

Essay #1 – Choose from the following essay suggestions. You may create your own topic if you consult me before 17 February. I recommend you consult critical sources when planning your paper.
Use any of the critical readings we have completed (Kant, Wollstonecraft, Woodcock, or Wolff) to reconsider Le Guin’s fictional story “The Ones Who Walk Away From Omelas.” Does the critical reading lead you to revise how you understand Le Guin? Do you evaluate Le Guin differently through a particular political lens? In particular, what politics are implicit in Le Guin’s work, and does this make it more or less difficult to read her through one of these critical texts? You might consider how Le Guin’s story contradicts or changes the critical reading, or you may consider how the critical reading draws your attention to parts of Le Guin’s story that would otherwise be difficult to notice.

The concept of the “subject” (as distinct from the “self”) is central to each of the critical readings we have completed so far. Is there a common or shared core to how the authors we have read conceive of “subjectivity,” or do they have significant disagreements? If so, what are these shared values, and how to you think they relate to a just society? You may wish to consider the Enlightenment sense of the subject in relation to other earlier views, such as the religious or aristocratic worldviews of the Early Modern world.

Many of the works we have studied this term derive from a cultural context whose social imbalances are reflected in the texts (ie: class, race, colonialism, et cetera), such as Kant’s response to changes in aristocratic rule, Wollstonecraft’s response to the French Revolution, or Wolff’s work on anarchism as a reflection on the 1960s in America. Consider one or more of the texts we’ve read in the course by using it in relation to a modern social imbalance or conflict you see today. For example, how does Kant relate to American political life today, or how does Wollstonecraft relate to governmental support for education? How do Woodcock or Wolff help you to think through modern racial, ethnic, or religious conflicts? Your topics could range from American race relations in 2017, economic migration to (or from) North America, Enlightenment as a part of university education, and so forth. You might consider whether or not the philosophical work is a product of its conditions or if it has a more complex relationship to its origins—that is, can ideas from the past help us to understand the present, or do we need all new radical political thoughts for today (unless, that is, we’ve already achieved perfection...).

Essay #2 – Choose from the following research essay suggestions. You may create your own topic, with approval, if you consult me before 12 April. You must use secondary sources appropriate to your topic in both focus and quantity. Your paper should demonstrate a grasp of both the primary text(s) you choose to write on and the critical materials available. This means that you must show an understanding of the reliability of critical materials, how to find scholarly criticism, and an ability to judge whether a work is dated or current. While some topics will have more or less critical materials available than others, I require a 3 sources minimum drawing from FDU’s Online Library or from print library holdings—these secondary sources must be an important part of how you pursue your essay’s thesis, such as supporting materials or existing work with which you choose to disagree (or simply approaches you wish to extend). In other words, your research must be an integral part of your essay. You may wish to consider biographical materials, letters, print history, journals, or other such sources as well, but a minimum of 3 sources must be scholarly work from FDU’s Online Library or print holdings.

Several of the authors we have studied seem to be inspired by or interested in each other’s work. Consider two or more authors’ relationships (personal or philosophical) and how they can inform their writings. Is it a mutual influence? Does a later author alter the way we read an earlier one? Try to consider as many levels in the texts as possible, such as allusions, style, themes, argumentative purposes, or even related texts and biographical information. How have scholars responded to these connections, and do you agree with them?

The concept of the subject that we encountered in the first half of the course is substantially different from that which we encounter in the second. Compare potential differences between the
Marxian and Enlightenment notions of subjectivity. Do they lead to different ideals of a just society? Do they lead to different notions of citizenry or authority? Is either view valid, and what does it mean to be a subject and/or citizen in such a just society? Which has the most in common with the world in which we live today (and bear in mind, our beliefs and actions in relation to this topic may differ substantially)?

- What elements of the critical ideas in the second half of the course are useful for considering your own present political and social circumstances or those of your community (city or state)? For instance, how does Fanon lead you to understand race relations in the USA today or immigration policy in Canada, or how does Marx make you reconsider the economic pressures that shape your personal life or cultural beliefs? Are these ideas too “radical” to be of help in our understanding of the modern world? Are they too “dated” by the passage of time, or are they too “specific” to a different cultural or social context? Using one or more of the readings from the second half of the course, consider its value in analyzing a contemporary political dilemma that connects with you and/or your community.

CLASSROOM AND EMAIL ETIQUETTE
Classroom etiquette is to be upheld at all times throughout the duration of this course. This means you should be on time and turn off your mobile phones or place them on silent. Respect your fellow students while they are speaking or asking questions, and be attentive during class time. With regard email, take as much care as you do with written assignments. Be sure to write clearly and to proofread your messages. Avoid abbreviations and other texting shortcuts. Never send an email in anger. When you compose an email to your instructor, ask yourself these questions:

- is the answer in my textbook?
- is this question a result of not paying attention in class? If so, have I endeavored to discuss this with a classmate first?
- have I checked the course website for the detailed schedule?
- have I re-read my composition for error-free writing?
- did I address my instructor appropriately?
- did I sign my composition?
- did I include any attachments (where applicable)?

FORMAL WRITING STANDARDS & EXPECTATIONS
University College has defined competency in written communication as “the ability to write documents that present and evaluate information and opinion in a logical and analytic manner, incorporating research and documentation, and using style, grammar, mechanics, and format appropriate to an educated audience.” In this course, students will demonstrate in their written work the ability to present a clear and defined thesis, organize arguments in logical manner, present evidence to support the thesis, document sources in a style appropriate to the discipline and assignment, employ an acceptable standard of educated English. Written work will be evaluated and graded according to these criteria:

- **Written Communication** – Five crucial elements of good writing will be considered when evaluating and grading written assignments. These are:
  - Present a clear & defined thesis. Written work should state an argument, interpretation, purpose, or point of view in a clear and direct manner, preferably at the start of the paper
  - Organize arguments in logical manner. Written work, particularly longer assignments, should have a clearly defined structure, preferably beginning with a thesis, presenting evidence in support of that thesis, critically evaluating one’s own argument and evidence, and finally summing up or concluding
  - Present evidence to support the thesis. Written work must accurately and thoroughly portray
the views and arguments of sources used; all relevant assigned readings should be
considered and the arguments of those readings must be presented without deliberate bias

- Document sources in a style appropriate to the discipline & assignment. Written work must use parenthetical citations for quoted or paraphrased work and provide a Works Cited
- Employ an acceptable standard of educated English. There are no excuses for sentence fragments, run-on sentences, misspelled words, incorrect punctuation, and so on. Please spell-check and proofread your papers carefully and ask a friend to proofread for you. If you have trouble with your writing, see your instructor for additional help and advice.

- Knowledge of Political Ideas – There are six specific characteristics of this competency, and written work should demonstrate mastery of each of them:
  - Define. Student can define key terms as the authors themselves understood them
  - Interpret. Student can explain the meaning of complex arguments
  - Contextualize. Student can explain the significance of texts in historical context
  - Analyze. Student can analyze contemporary politics via these texts
  - Compare. Student can contrast arguments from multiple texts
  - Evaluate. Student can critically assess the texts

WITHDRAWALS
In the event you choose to withdraw from our course, the burden of following through with the withdrawal process is your responsibility. You may or may not be dropped for excessive absences. However, failure to attend does not guarantee being dropped. Please understand that if you do not officially withdraw before the end of 20 March, you will be assigned a grade based upon what you have earned. Please refer to the College Catalogue for more detail. If you believe you must withdraw for any reason, consult me first.

STUDENTS WITH DISABILITIES
Fairleigh Dickinson University adheres to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Any student with documented medical, psychological or learning disabilities who feels s/he may need in-class academic adjustments, reasonable modifications and/or auxiliary aids and services while taking this course, should first contact the Associate Provost at 201-692-2477 (Metropolitan Campus) or 973-443-8079 (Florham Park Campus). Once the academic adjustments, modifications or auxiliary aids and services are approved, make an appointment to see the professor. All materials required for the course are accessible to individuals with sensory disabilities.

ACADEMIC INTEGRITY
I prosecute all violations of academic integrity, including plagiarism, in accord with the Calendar and regardless of personal circumstances. Using secondary sources is a benefit to academic writing and will help you in this course, but please ensure you cite appropriately. If you are in doubt, consult the instructor. If you are still uncertain if your citations are adequate, please discuss this with me before I mark your paper. Intellectual honesty is accepted as the cornerstone of the development and acquisition of knowledge. Since knowledge is cumulative, further advances are predicated on the contributions of others. To claim contributions and ideas of another as one's own is to deprive oneself of the opportunity to participate in the scholarly process. Therefore, students enrolled at FDU are expected to maintain the highest standards of academic honesty. Academic dishonesty includes
  - cheating (giving and/or receiving unauthorized assistance in any exercise or examination)
  - plagiarism (representing the ideas or words of others as one’s own)
  - falsification (inventing or falsifying information, citation or data in any exercise)
  - multiple submission (submitting substantial portions of any academic exercise more than once for
credit without the prior approval of the instructor)

- complicity (facilitating any of the above actions or performing work that another student presents as his/hers)
- interference (hampering another student from performing his/her assignments).

According to the FDU student handbook, students who engage in acts of academic dishonesty may, at the discretion of the instructor, be failed for the course, receive a reduced grade in the course, receive no credit for the assignment, and/or be recommended to the Dean for academic probation. Other penalties can include permanent expulsion from the University with an indication of academic dishonesty on a student’s transcripts.

IMPORTANT DATES

Classes Begin, 8:00 a.m. January 16
Final Drop/Add Changes January 30
Family Day Holiday (Monday) February 13
Mid-Term Grades Due (Monday) March 13
Last Day for Student Withdrawal from Classes (Monday) March 20
Good Friday Holiday April 14
Easter Monday Holiday April 17
Registration for Summer Term 2016 Begins (Tuesday) March 27
Last Day of Classes (Friday) April 21
Final Examinations (Monday-Friday) April 24-28
Term Ends, 11:00 p.m. (Friday) April 28
Vancouver Campus Commencement Ceremony May 4

COURSE SCHEDULE (subject to change)

January
16 Week 1 Introduction
18 Unit 1: Introduction & Key Concepts
20 Unit 1: Introduction & Key Concepts (cont’d)

23 Week 2 Unit 1: Le Guin “The Ones Who Walk Away From Omelas”
25 Unit 1: Le Guin “The Ones Who Walk Away From Omelas” (cont’d)
27 Unit 1: Le Guin “The Ones Who Walk Away From Omelas” (cont’d)

30 Week 3 Unit 2: Kant “What is Enlightenment?”

February
1 Unit 2: Kant “What is Enlightenment?” (cont’d)
3 Unit 2: Kant “What is Enlightenment?” (cont’d)

6 Week 4 Unit 2: Wollstonecraft “The Rights & Involved Duties of Mankind Considered” from *A Vindication of the Rights of Woman*
8 Unit 2: Wollstonecraft “The Rights & Involved Duties” (cont’d)
10 Unit 2: Wollstonecraft “The Rights & Involved Duties” (cont’d)

13 Week 5 Family Day Holiday (Campus CLOSED)
15 Unit 3: Wolff “The Conflict Between Authority & Autonomy” from *In Defense of Anarchism*
17 Unit 3: Wolff “The Conflict Between Authority & Autonomy” (cont’d)
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<th>Unit 3</th>
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<td>20</td>
<td>Week 6</td>
<td>Read “Philosophy of Anarchism”</td>
<td>Marx <em>The Communist Manifesto</em></td>
<td>p'Bitek “What is Culture” from <em>Artist the Ruler</em></td>
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<td>Read “Philosophy of Anarchism” (cont’d) &amp; Woodcock “Anarchism”</td>
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<td>Woodcock “Anarchism”</td>
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<td>Week 7</td>
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<td>Marx <em>The Communist Manifesto</em> (cont’d)</td>
<td>Fanon “Concerning Violence” from <em>Wretched of the Earth</em></td>
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<td>Marx <em>The Communist Manifesto</em> (cont’d)</td>
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Good Friday (Campus CLOSED)

*Easter Monday (Campus CLOSED)*

REVIEW

Essay #2: DUE

Final Examination Period