Class details
Social Foundations III
_The Modern Era (1700 - Present): Reason and Passion, Progress and Chaos_
Fall 2014, Wednesdays 6:15-9:15 pm
Location to be confirmed.

Instructor Details
FACULTY NAME
FACULTY EMAIL
FACULTY PHONE
Meetings/office hours by request

Prerequisites
N/A

Class Description
In this course we will study some of the key thinkers of the modern era (1700 - the present), examining how their ideas and recommendations have played out, politically and institutionally, in subsequent years both in the West and in the post-colonial developing world. It will focus on the relationship between ideas and large social trends and historical currents.

Desired Outcomes
By the end of this class, students will be able to demonstrate a greater fluency in the ideas that shaped social trends from 1700 to the present. They will have a greater understanding of the general outline of events during that period as well as the connections between the ideas and the macro-historical currents that shaped and define the modern world. In short, they will have a better idea of how we got from the optimism and idealism of the enlightenment, to the often problematic realities of our own time.

Assessment Components
- Paper one (six to seven pages) due class four: 15%
- Midterm exam (take home), due by email October 9, 2014: 15%
- In-class Project (Women’s History), November 11, 2014: 10%
- Paper two (six to seven pages), due class ten: 20%
- Final exam (take home) due last class: 20%
- Participation: 20%
  * Late assignments will be deducted one letter grade per week
  * All electronic devices will be turned off at the beginning of each class
  * Failure to submit or fulfill any required course component will result in failure of the class.
Assessment Expectations

**Grade A:** The student makes excellent use of empirical and theoretical material and offers well-structured arguments in his/her work. The student writes comprehensive essays / exam questions and his/her work shows strong evidence of critical thought and extensive reading.

**Grade B:** The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy.

**Grade C:** The work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement.

**Grade D:** The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research.

**Grade F:** The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible.

Grade conversion

NYU Washington, DC uses the following scale of numerical equivalents to letter grades:

<table>
<thead>
<tr>
<th>Numerical</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-94</td>
<td>A</td>
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<tr>
<td>93-90</td>
<td>A-</td>
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<tr>
<td>89-87</td>
<td>B+</td>
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<tr>
<td>86-84</td>
<td>B</td>
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<tr>
<td>83-80</td>
<td>B-</td>
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<tr>
<td>79-77</td>
<td>C+</td>
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<tr>
<td>76-74</td>
<td>C</td>
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<tr>
<td>73-70</td>
<td>C-</td>
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<tr>
<td>69-67</td>
<td>D+</td>
</tr>
<tr>
<td>65-66</td>
<td>D</td>
</tr>
<tr>
<td>below 65</td>
<td>F</td>
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Attendance Policy

Study abroad at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. **To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and unexcused absences will affect students' semester grades.** Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure. Beginning Fall 2014, at all Global Academic Centers, unexcused absences will be penalized with a two
percent deduction from the student’s final course grade.

To seek an excused absence for medical reasons, students must email or discuss with the Program Coordinator for Academics in advance of their missed class. For an excused absence, students must produce a doctor’s note dated with the exact dates of the missed class and/or exam.

Non-medical absences must be discussed with the Program Coordinator for Academics prior to the date(s) in question, who will communicate the absence to all relevant faculty members. If faculty members do receive notification, the student has not procured an excused absence.

NYU Washington, DC expects students to arrive to class promptly (both at the beginning and after any breaks), to be attentive, and to remain for the duration of the class. If full class attendance and participation becomes a problem, it is the prerogative of each instructor to apply the rule for unexcused absences, which may include a two percent deduction from the student’s final course grade.

Students are responsible for making up any work missed due to absence. This means they should initiate email and/or office hour discussions to discuss any missed lectures and assignments and arrange a timeline for submitting missed work.

Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at the announced meeting point in a punctual and timely fashion. Staff members may always be reached by cell phone for advice regarding public transportation.

Late Submission of Work

1) Written work due in class must be submitted during the class time to the professor.

2) Late work should be emailed to the faculty as soon as it is completed. If the assignment must be submitted in person, the Program Coordinator for Academics can collect on behalf of the faculty between the hours of 10-6, M-F.

3) Late work will be reduced for a fraction of a letter grade (e.g: A to A-, A- to B+, etc.) for every day it is late, including
weekends.

4) Written work during the semester that is submitted 5 days after the submission date (including weekends) without an agreed extension fails and is given a zero.

5) Students who arrive to class late for an exam do not have automatic approval to take extra time to complete the exam.

6) Students who miss an exam (including the final) without previously arranged permission will receive a zero on that exam.

7) Assignments due during finals week that are submitted more than 3 days without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director.

**Students with Disabilities**

Accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at 212-998-4980 or see their website (http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html) for further information.

**Plagiarism Policy**

As the University's policy on "Academic Integrity for Students at NYU" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." **Students at Global Academic Centers must follow the University and school policies.**

The presentation of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

NYU Washington, DC takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. All your written work must be submitted as a hard copy AND in electronic form to the instructor. Your instructor may ask you to sign a declaration of authorship form.

It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral
presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you MUST inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html
http://gls.nyu.edu/page/gls.academicintegrity
http://cas.nyu.edu/page/academicintegrity

**Required Text(s)**


**Supplemental Text(s) (not required for purchase)**


Judt, Tony, *Ill Fares the Land*,

Kaplan, Robert, *The Coming Anarchy*,

Kennan, George F., “Republicans Won the Cold War?” in *At a Century’s Ending*,

Kennan, George F., “Sources of Soviet Conduct” in *American Diplomacy 1900-1950*,

Oxford: James Currey, 2006, pp. 262-274

Popper, Karl, “Piecemeal Social Engineering” in *Popper Selections* *(David Miller, ed.)*,

Roosevelt, Franklin Delano, “Reappraisal of Values” in *Looking Forward*,

Wilson, Edward O. “Sex” in *On Human Nature*,

Internet Research Guidelines
n/a

Additional Required Equipment
n/a
| Session 1 | Introduction: *The Promise of the Modern: the Enlightenment*  
Readings for this session: Emmanuel Kant, “What is Enlightenment?” pp. 255-258, *Perspectives from the Past* |
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<td>September 3, 2014</td>
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| Session 2 | Enlightenment Liberalism and Realism  
Readings for this session: John Locke, *Second Treatise on Civil Government* (all)  
Topics for First Paper Due |
| September 10, 2014 |  |
| Session 3 | Rousseau, the French Revolution and the Romantic Revolt against Reason  
Readings for this session: Rousseau, *Social Contract*, *Perspectives from the Past*, pp. 244-253 |
| September 17, 2014 |  |
| Session 4 | Marx and the Rise of Modern Industrial Capitalism  
*First Paper Due* |
| September 24, 2014 |  |
| Session 5 | Lamarck, Malthus, and Darwin: Evolution and Undirected Order  
Readings for this session: *Darwin*, pp. 39-49, 111-135, 389-398, 553-555 |
| October 1, 2014 |  |
| Session 6 | In Darwin’s Wake (The Collapse of Deontological Ethics): Nietzsche: Naturalism, Modernism and replies to the Moral Void  
Readings for this session: *On the Genealogy of Morals*, Essay I, pp. 11-38  
Annie Dillard “Fecundity” from *Pilgrim at Tinker Creek*, pp. 161-183]  
*Take Home Exam (due by email October 9, 2014)* |
| October 8, 2014 |  |
| Session 7 | Nineteenth-Century Imperialism, Twentieth-century Decolonization  
Readings for this session: Excerpts from Ho Chi Minh, *Perspectives from the Past*, pp. 533-534; Mohandas Gandhi “The Doctrine of the Sword” and “Non-Violence—the Greatest Force,” from *Perspectives from* |
Recommended: Rudyard Kipling, “The White Man’s Burden”
Perspectives from the Past, pp. 410-411

Topics for Second Paper Due

Session 8
Nationalism, Progressivism, and Authoritarianism: Trends through the World Wars

Readings for this session:

Session 9
The Cold War

Readings for this session:

*Second Paper topic due

Session 10
Postwar I: Mass Culture and Politics

Readings for this session:
Tony Judt, Ill Fares the Land, pp. 85-119; Tony Judt, The Memory Chalet, pp. 119-126

Session 11
Post War II: The Women’s Movements (Student-Designed Session)

Readings for this session:
Excerpts from Mary Wollstonecraft, A Vindication of the Rights Of Women in Perspectives from the past, pp. 338-341
Simone de Beauvior, The Second Sex, in Perspectives from the Past, pp. 574-577

Session 12
Globalization: Hegemony and Disparity

Readings for this session:
Tony Judt, Ill Fares the Land pp. 189-216
Robert Kaplan, The Coming Anarchy pp. 80-98
Achille Mbembe, “Nicholas Sarkozy’s Africa” Perspectives from the Past, pp. 593-596; “Globalization, Islam, and the West,” from Islam between Globalization and Counterterrorism, pp. 262-274

Second Paper Due
Session 13

November 26, 2014

The State of Social Progress in the Twenty-First Century

Readings for this session:

Session 14

December 3, 2014

The State of Scientific Progress in the Twenty-First Century

Session 15

Final Exam

*No readings for this Session

[Enter date]

Classroom Etiquette

Required Co-curricular Activities

[i.e. anything from visitors, guest speakers, special events etc.]

Suggested Co-curricular Activities

[i.e. anything from visitors, guest speakers, special events etc.]

Your Instructor

Mike Duggan received his doctorate in American History with a minor in Western Philosophy from Georgetown University in 2002 and has taught there in the Department of Graduate Liberal Studies since 2003. In 2007 he co-founded the department's Philosophy Round Table, an ethics discussion group. He has worked at the Supreme Court of the United States since 1991, and was the Supreme Court Fellow for 2011-2012. He has written on a variety of topics ranging from Critical Rationalism, Foreign Affairs, and the philosophy of Oliver Wendell Holmes, Jr.