



UNIVERSITY OF
CALGARY

Fall 2020

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: Liberalism			
Course Number	LWSO 413		
Pre/Co-Requisites	LWSO 335 and 337		
Instructor Name	L. Campbell	Email	lcampbe@ucalgary.ca
Instructor Email Policy	<p>Feel free to contact me over email at any time. I will respond as quickly as I can, but this is sometimes a couple of days. Some questions will require an actual conversation, so I may propose a Zoom meeting instead.</p> <p>Please put your course number and section in your email's subject line, and include a proper salutation, your full name, and a proper closing in the body of your email.</p>		
Office Location	SS 650 / MFH 4369	Office Hours	11-12 Tuesdays on Zoom or else by appointment
Telephone No.	N/A		
TA Name	Martine Dennie	TA Email	martine.dennie@ucalgary.ca
TA Office Location	Virtual	TA Office Hours	TBA
Class Dates	T/R		
Class Times	Tuesday mornings asynchronously; Thursdays 9:30-10:45 as scheduled, over Zoom		
Class Location	Online		

Course Description

This course examines the conceptions of rights and freedoms in the liberal tradition, beginning with J.S. Mill and moving on to discuss the critiques and new directions that have been put forward by Will Kymlicka, John Rawls and more recent scholars. We will examine the implications of these theories for the extraordinary socio-legal problems of justice arising in 2020.

Weekly readings and viewing of recorded lectures and other materials are to be done before 9:30 on Tuesday mornings. Weekly quizzes will be available from 10 am Monday until 10 am Tuesday; I will

use these quizzes to assess your understanding of the core philosophical and legal readings. On Tuesday mornings, discussion boards will also be open, so that you can write about justice-related issues (see below). Thursday class periods will be discussion sessions in which questions arising from the quizzes will be addressed and current events will be discussed through the lens of law and liberalism. Each Thursday, approximately twelve students will submit short analyses of the events posted the previous Tuesday, guided by a standard set of questions that address law's interface with liberal political theory and that will be supplied on D2L. For about half the class period, I will question the 12 students, and for the rest of the period we will discuss the issues as a large group or in break-out sessions. To protect student privacy, unless some circumstance I can't now anticipate arises, I will not record these sessions. If recording becomes necessary, I will tell you.

The class will be broken into groups of approximately six students in order to facilitate discussion and help me organize the activities, but no part of a student's grade will depend on what other students accomplish.

The course will be taught in a manner that relies on access to D2L but requires only voice access to Zoom, not video, although students who have video access are encouraged to use it, and students who prefer the "chat" function can use that too. I am aware that students may have challenges related to technology, and I hope they will tell me what is going on and be willing to work with me so that we can make the course work for them. I will really appreciate cameras turned on, since otherwise I will have the sense of speaking into a void.

Course Objectives/Learning Outcomes

Students are to gain a detailed understanding of liberalism and its workings in Canada, with some comparisons to other jurisdictions, especially the United States. They will enhance their analytical skills and craft thoughtful, creative arguments about liberalism and its real-world manifestations. They will develop conceptual tools useful for addressing crises.

Course Format

In general, Tuesday morning will be asynchronous, and Thursday morning will be synchronous over Zoom – i.e. the class will meet on Zoom from 9:30-10:45. Readings, including slides, will be posted on D2L. Much of your writing will take place on Tuesday mornings on the discussion board. Zoom discussions on Thursdays are not "lectures" and will not be recorded, barring unforeseen circumstances.

Learning Resources

Cases and various other readings will be made available through the D2L course website. The following books will be used:

- John Stuart Mill, *On Liberty* (1859) – available on the internet, with links identified on the course website; some used copies will also be available at the bookstore
- John Rawls, *Justice as Fairness: A Restatement*, ed. Erin Kelly (Belknap Press, 2001) – bookstore or other sources; also available through the library, online through Hathi Trust, but you can only check it out for a short period of time

Learning Technologies and Requirements

This course has a D2L site through which the readings, quizzes and discussion boards must be accessed. Because this course relies heavily on D2L and Zoom, you need:

- a computer that supports Zoom and D2L and accommodates the latest security updates
- an up-to-date web browser
- broadband internet
- a webcam (which can be on your phone, if you want to participate on Zoom that way, or you can use your computer)
- a microphone and speaker or a headset with a microphone (which, again, can be on either your phone or your computer)
- you can call into our Thursday morning classes if you prefer, except when you are in a bash, when I would really like to see your face

Help is near:

- D2L: <https://elearn.ucalgary.ca/category/students/d2l-students/>
- Zoom: <https://elearn.ucalgary.ca/category/students/zoom-students/>
- General: <https://elearn.ucalgary.ca/resources-for-students/>

Schedule of Lectures and Readings

Posted on D2L.

Methods of Assessment and Grading Weights

- Tuesday quizzes (best 8 out of 11): 35%
- Tuesday discussion board / analysis sessions: 20%
- Thursday bashes (each student does two over the term): $2 \times 5\% = 10\%$
- Contributions to 2020: Places and Times D2L discussion board: 5%
- Written assignment(s) (see below): 30%

Tuesday quizzes:

A quiz will be made available on D2L by 10 am each Monday and will be accessible until 10 am the next day. I will aim to make it a half-hour test, but students will have an hour to complete it once they begin. These quizzes are meant to test students' understandings of the principles in the various readings. As such, students may refer to the readings and other course materials, but they may not communicate with each other or anyone else about these quizzes. I want to test your understanding, and yours alone.

Each student's lowest three scores will be excluded from the grade calculation for this element of the course.

Tuesday discussion board / analysis sessions:

From 6 am until noon each Tuesday, a D2L discussion session – one session for each of the groups in the course – will be unlocked for that week. A range of questions will be posted to spark discussion. Students are to discuss the events of the previous week and apply the various theoretical perspectives to these events. Comments will be evaluated for quantity and quality, for the range of current events discussed, the analytical clarity of the responses and the quality of the writing. Courtesy is expected. Each student's contributions will be assessed individually, for contribution quality. Feedback will be provided by email approximately three times throughout the course, and a grade for the discussion sessions will be assigned at the end of the course.

Thursday bashes:

Thursday classes will take place over Zoom during the regular class period. Each Thursday, approximately 12 students (the members of two groups) will each prepare answers to a set of questions that will be posted in advance on D2L. Written answers are due in the D2L dropbox by 9 am on the day of the class. For about half of the class period, I will quiz these students orally about their responses. (The rest of the class will be more general discussion involving everyone.) Evaluation will be based on a combination of the written and oral responses. Feedback will be supplied through the D2L dropbox on the written text. To protect student privacy and encourage engagement, Thursday classes **will not** be recorded except in unusual circumstances. If you miss the class, you miss the class.

Over the semester, each student (and each group) will participate in two bashes.

Through their groups, students will be assigned to each bash, but individual students can switch to a different day with the instructor's permission.

2020: Places and Times D2L discussion board:

This discussion board is a timeline, which students are to use to create a collective journal of significant events of 2020, accompanied by pictures, links, maps or other items that mark and explain the events. It's fine, too, to include personal ephemera and notes that signal what these events meant to you. The quality and quantity of these annotations will be assessed at the end of the course. Students are expected to contribute a minimum of five items with critical or newsworthy significance in order to get full marks.

Written Assignment(s):

Students must choose one of two options **by 4 pm on Thursday, October 1**. Any student who fails to make a choice will be required to fulfill option A.

Option A: Two short assignments (1200-1500 words, worth 15% each, various due dates)

The course is divided into four units, each three weeks long. Within each unit, certain philosophical writings and case studies will be examined, and each Tuesday, students will be required to identify and discuss events of 2020 that engage these theoretical and legal issues. The writing assignments in Option A require the student to select one of the events or issues (or sets of events or issues) discussed on the Tuesdays of each unit and analyze it/them through the lens of the theoretical writings discussed in that unit. In other words, the Option A assignments are a deep dive into one of the events or issues you have discussed in a Tuesday session. **The Option A assignments are due one week after the conclusion of the unit from which they derive**, that is:

- Option A assignment 1 on Liberty, harm and John Stuart Mill is due at 4 pm on Thurs. Oct. 1
- Option A assignment 2 on Liberty, equality and Will Kymlicka is due at 4 pm on Thurs. Oct. 22
- Option A assignment 3 on Liberty, equality, property, neutrality and John Rawls is due at 4 pm on Thurs. Nov. 12
- Option A assignment 4 on Conceptual challenges and Martha Nussbaum is due at 4 pm on Thurs. Dec. 10

You may not, for example, go back in November to do the Option A assignment. If you do your Option A assignments on the first two units of the course, you will a) be relying on the simpler philosophical texts, and b) be done with most of the required course writing by the end of October. The last Option A assignment is due after classes end, on Thursday, December 10 at 4 pm. If you for some reason decide to do more than two Option A assignments, I will use your best two grades.

Option B: One long assignment (3000 words, worth 30%, due December 3)

There may be students who prefer to do a single, more extensive paper on a sociolegal issue arising from the course. After informing me of their choice of Option B by October 1, such students will be required to submit a brief proposal by October 6, which I will approve, based on consultation with the student and discussion of the project. If the proposal is rejected, the student will be required to do the Option A assignments. An outline and preliminary bibliography will be required by November 3. I will set up Zoom sessions after Reading Week in which I will meet with students individually or in groups, so that we can discuss their papers. Students may, if they wish, submit first drafts by 4 pm on November 27, which will not be graded. These papers will be due in the D2L dropbox on Thursday, December 3 at 4 pm.

D2L will be used to inform students of their grades, but I will also keep the grades on my own spreadsheet so that I can make necessary adjustments, such as dropping the lowest three quizzes.

Late Assignments

Late assignments may be discounted by one letter grade (e.g. from A to A-) for every 24-hour period, or part thereof, that they are late.

Final Exam Information

There is no final exam in this course.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

Passing Grades

The grade for the course and whether or not a student passes it will be based on the student's accumulated score and will not depend on passing any particular component of the course.

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization.

Absences and Deferrals

Students who miss, or anticipate that they will miss, class assessments (quizzes, discussion board sessions, bashes) 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 missed assessment 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 <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Grade Reappraisal

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must write to the instructor asking for a reconsideration of their grade and explaining why. The instructor may require a discussion of the reappraisal with the student. A re-assessed grade may be raised, lowered, or remain the same.

Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. All work in this course is to be submitted through D2L in the various dropboxes.
3. **Protection of Privacy:** Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned through D2L, by email or through other arrangements (like, in an envelope with a stamp). Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary
4. Final grades are not posted by the Sociology Department. They are only available online.

Guidelines for Zoom Sessions

Zoom is a video conferencing platform that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider how to address the difficulty. For more information on how to get the most out of your Zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Please mute your microphone unless you are speaking.

We will have to use the handraising function in Zoom owing to our numbers. The instructor may ask students to turn on or off their webcams, depending on the activity.

In the unanticipated event that it becomes necessary for the instructor to record a Thursday session, students will be advised in advance. These recordings, if any, will be used only to support the learning of the students registered in the course and will not be shared or used for any other purpose.

To protect the privacy of other students, you may not record any part of any class without the instructor's permission. Unauthorized recording of any part of the course or reproduction of any course material to anyone who is not registered in the course may result in discipline for academic or non-academic misconduct.

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Recording of Lectures

Note that the audio or video recording of classes and taking screenshots of PowerPoint slides during class are not permitted without explicit authorization. The non-authorized media recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

Sharing of Lecture Notes and Exam Questions

Note that publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying

tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy. For more information, click here:<https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Using the words or ideas of another without clearly crediting the author is a serious academic offense and can lead to consequences which may include expulsion from the University. You may find it helpful to consult Gerald Nelms' "Patchwriting," available at <https://teachingandlearninginhighered.files.wordpress.com/2015/07/nelms-patchwriting.pdf> on the difference between this common form of plagiarism and acceptable paraphrasing.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources.

Please consult your instructor if you have any questions regarding how to document sources.

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at:

<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website go to: <https://library.ucalgary.ca>

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre,

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit:

<https://www.ucalgary.ca/student-services/student-success>

Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives, can be found here: <https://www.su.ucalgary.ca>.

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.