

HUMANITIES 4903: The Conservative Intellectual Tradition

Dr. Geoffrey C. Kellow

Mondays 11:35-2:25pm, On-Line

Contact Information

Paterson Hall 2A 59 Phone 529-2600 ext. 2473

GeoffreyKellow@CUNET.CARLETON.CA

Office hours will be via MSTeams: Tues 2:30-3:00 or by appt.

Course Description

This course will examine key texts in the Conservative Intellectual Tradition beginning with Edmund Burke's *Reflections on the Revolution in France* and concluding with important conservative thinkers from the present day. The course aims to consider this tradition from the interconnected grounds of philosophy, culture and politics. This course is not intended to convince or dissuade students from adopting conservative views, rather the course seeks to critically examine and understand one of the main strands of modern intellectual life in the West.

Course Objectives

Students completing this course should possess a grasp of the key issues to which conservatism responds and the circumstances under which it emerges. Students will also possess an understanding of some of the main strands of modern conservative thought and an appreciation for the deep heterogeneity of that thought.

Blended Course

An online course where there is a mixture of synchronous lectures / meetings and asynchronous activities. This means students need to be prepared to meet some of the time online via web conferencing tools at scheduled days and times. The specific dates and times are communicated in greater detail below. The asynchronous activities are intended to provide flexibility to students when the class is not meeting synchronously. Students are expected to remain up to date with the deadlines and due dates provided by the instructor. These courses require reliable high-speed Internet access and a computer (ideally with a webcam), and a headset with a microphone.

For information about the minimum technical requirements for on-line learning, see

<https://carleton.ca/its/help-centre/faq-technical-specs-for-new-students/>

For information on browser support, see <https://carleton.ca/culearnsupport/students/browser-support/>

For information about web conferencing tools, see

<https://carleton.ca/culearnsupport/instructors/cat/communication-tools/>

The Course Format

The seminar will meet for the first two of the three scheduled hours every week. We will meet using either MSTeams or Big Blue Button. The platform will be decided based on the effectiveness of each once the term has started and demand for both is at full capacity. Each class will begin with one student reading their short paper. That paper will be followed by approximately 50 minutes of discussion. At that point the second paper will be read, also to be followed by 50 minutes of discussion.

In addition to meeting for those two hours I will post a video, approximately 20-25 minutes in length, every Friday. That video will set up themes that I think are important in approaching the material for the following Monday.

Shortly after class I will post a question, based on the week's conversation. Answers to those questions should be posted by the morning of the Friday following that seminar.

Students should expect to spend an average of 8 hours per week on this course. Students are expected to complete all required readings before arriving at the seminar. In addition, for many but not all of the seminars, I have attached either video or audio clips that are related to the material for that week. Students are strongly encouraged to view/listen to that material before seminar.

Course Requirements

2 Short papers 30%

1 Term Paper 30%

Seminar Participation 20%

Discussion Board 20%

The Short Papers

Students will be asked to present and submit two short papers over the course of the term. Those papers should be **no longer than four pages double spaced**. Students will sign up for topics during the first week of classes. That paper is meant to serve as a starting point for a discussion of what the papers identify as important aspects of the text in question. The paper must be submitted to me before the beginning of that week's seminar.

The Discussion Board

After each seminar I will pose a broad question based on the day's discussions. Students are expected to submit written responses to that question on the CULearn discussion board for HUMS 4903. Those responses need only be between 100-150 words, though longer and multiple responses will of course be welcomed as an important component of scholarly debate!

Seminar Participation

Seminar participation is an important part of your grade and critical to the success of the seminar. Each week students should "arrive" at seminar having read the assigned readings and prepared for discussion.

Term Paper

There is one term paper assignment in this seminar. The term paper should be between 2500 and 3000 words in length. The term paper should be a work of original research, including substantial engagement with secondary scholarly literature, on an author or theme treated in the seminar. The term paper may be based on your seminar presentation. The term paper is due at the beginning of the last seminar, **Monday, December 7th**. **Papers should be emailed directly to me.**

Students must also submit a paper proposal, a one page outline of their research plan. The paper proposal is due in class on **Monday, November 19th** and is a **required** component of the paper assignment.

Late Policy: Papers are due at the beginning of seminar and should be emailed directly to me. Papers submitted after that will be docked **10% per day** to a maximum of five days. After that papers will receive a grade of zero.

A Note on the Seminar Format

This seminar's format is bound by the principles identified in *The University of Chicago Statement on Free Expression* (<https://carleton.ca/bhum/academic-institutions/university-chicago-statement-freedom-expression/>) as endorsed by the Bachelor of Humanities Program at the College of the Humanities. Participants should expect a seminar environment that welcomes and celebrates a heterodoxy characterized by lively and respectful civil discourse.

The Golden Rules

1. When evaluating either a text we are reading **or** comments made by the instructor or your peers **intent matters**.
2. **Adjacency is irrelevant.** When reading these texts and discussing the ideas of individual thinkers, who they knew or where they were situated is relevant only to the extent that it illuminates their ideas.
3. In responding to **ALL** in class and discussion board statements students should address the substance of the statement and not the character of the speaker.

Required Texts

Students should acquire the following texts from the vendor and by the means most convenient for them during the pandemic.

Burke, *Reflections on the Revolution in France* (Hackett)
Tocqueville, *Ancien Regime and the French Revolution* (Anchor)
Gustave Flaubert, *Sentimental Education* (Penguin)
Matthew Arnold, *Culture and Anarchy*, (Oxford Classics)
Ortega Y Gasset, *The Revolt of the Masses* (Norton)
T.S. Eliot, *Christianity and Culture*, (Mariner)
Jean Bethke Elstain, *Democracy on Trial* (Anansi)
Michael Oakeshott, *Rationalism in Politics & Other Essays* (Liberty Fund)
Friedrich Hayek, *The Road to Serfdom*, (Chicago)

Seminar Schedule

Monday, September 14th

Introduction, *What is Conservatism?*

Required Readings (On CULEARN)

Samuel Huntington “Conservatism as an Ideology” (American Political Science Review, 1957)

Russell Kirk, *Ten Conservative Principles*, (Kirk Center)

Friedrich Hayek, *Why I am not a Conservative*, (Chicago)

Recommended

George Nash “The Conservative Intellectual Tradition in America” (Video/CULearn)

Roger Scruton “What Conservatism Really Means” (Video/CULearn)

Monday, September 21st

Edmund Burke, *Reflections on the Revolution in France*

Recommended

Gertrude Himmelfarb “Reflections on Edmund Burke’s “Reflections on the Revolution in France.”

C-SPAN lecture (Link on CULearn)

Monday, September 28th

Edmund Burke, *Reflections on the Revolution in France*.

Recommended

Edmund Burke, *Speech to the Electors of Bristol* (CULearn)

Jesse Norman, *On Edmund Burke*, BBC Lecture. (CULearn)

Monday, October 5th

Alexis de Tocqueville, *The Ancien Regime & The French Revolution*

Recommended

James Poulos, *Why Alexis De Tocqueville Matters Today*. (Video/CULearn)

Monday October 19th

Gustave Flaubert, *Sentimental Education*

Recommended

“The Revolutions of 1848” *BBC:In Our Time* (Audio/CULearn)

Monday October 26th

Matthew Arnold, *Culture and Anarchy*

Matthew Arnold, *Dover Beach* (CULearn)

Recommended Reading

Himmelfarb, “Dissent and Dogma” in *The New Republic*, June 13, 1994 (CULearn)

Monday, November 2nd

T.S. Eliot, *Christianity and Culture*
T.S. Eliot, *Little Gidding*, (CULearn)

Recommended (But C'mon Seriously, Why Wouldn't You?)
T.S. Eliot reads "Little Gidding" (Audio/CULearn)

Monday, November 9th

Ortega y Gasset, *The Revolt of the Masses*
Albert Jay Nock, *Isaiah's Job* (CULearn)

Recommended

David Foster Wallace, *This is Water* (Audio/CuLearn)

Monday November 16th

Friedrich Hayek, *The Road to Serfdom*
Friedrich Hayek, *Nobel Prize Acceptance Speech* (CULearn)

Recommended

Nicholas Wapshott, *Keynes and Hayek*, (Norton)

Monday, November 23rd **Paper Proposal Due**

Michael Oakeshott, *Rationalism in Politics & Other Essays* (Selections)

Recommended

Himmerlfarb, "The Conservative Imagination" (CULearn)

Monday, November 30th

Jean Bethke Elshtain, *Democracy on Trial* (Anansi)
Jean Bethke Elshtain, "Is There a Human Nature: Against Modern Excarntation" Templeton
Research Lecture Podcast, April 24, 2009. Podcast-link on CULearn.

Recommended

Jean Bethke Elshtain, "Harry Potter, St. Augustine and the Confrontation with Evil"
(Video/CULearn)

Monday, December 7th **Term Papers due at beginning of seminar**

Roger Scruton, *Green Philosophy: How to think Seriously About the Planet* (Selections, CULearn)
Wendell Berry, "It All Turns On Affection" (CULearn)
John Crowe Ransom, "Sunset" (CULearn)

Recommended

Aldo Leopold, *Sand County Almanac* (Penguin)



Humanities

University Regulations for All College of the Humanities Courses

Academic Dates and Deadlines

This schedule contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the Important Dates and Deadlines section of the Registration Website.

Copies of Written Work Submitted

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

Academic Integrity at Carleton

The University Senate defines **plagiarism** as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course

[Academic Integrity Policy](#)

[Academic Integrity Process](#)

Academic Accommodation Policy

Academic Accommodation

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals.

Parental Leave: The Student Parental Leave Policy is intended to recognize the need for leave at the time of a pregnancy, birth or adoption and to permit a pause in studies in order to provide full-time care in the first year of parenting a child or for health-related parental responsibilities.

Religious obligation: Carleton University accommodates students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event.

Academic Accommodations for Students with Disabilities:

Academic accommodation of students with disabilities is available through the [Paul Menton Centre](#) by evaluations that are carried out on an individual basis, in accordance with human rights legislation and University policy, and with the support of relevant, professional/medical documentation.

Survivors of Sexual Violence

Individuals who disclose that they have experienced sexual violence will be provided support services and will be treated with dignity and respect at all times by the University and its representatives. A person affected by sexual violence is not required to report an incident of or make a complaint about sexual violence under the formal complaint process of the Sexual Violence Policy in order to obtain support and services, or in order to receive appropriate accommodation for their needs.

[Supports and services available at the University to obtain information about sexual violence and/or support.](#)

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. [More information.](#)

Grading System at Carleton University

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean."

The [system of grades](#) used, with corresponding grade points and the percentage conversion, is listed below. Grade points indicated are for courses with 1.0 credit value.

Course Sharing Websites and Copyright

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

[More information](#)

Student Rights and Responsibilities at Carleton

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

[7 Student Rights and Responsibilities](#)

Deferred Term Work

In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

1. Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor and in all cases this must occur no later than three (3.0) working days after the term work was due. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.

2. In cases where a student is not able to complete term work due to illness or injury for a significant period of time/or long term, the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.

[More information of deferred Term Work](#)

Deferred Final Exams

Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office no later than three working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

[More information on Final Exam Deferrals](#)

[Financial vs. Academic Withdrawal](#)

Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Important dates can be found [here](#). Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend – you must withdraw in Carleton Central within the published deadlines to cancel your registration. You can do this via the [MyCarleton Portal](#). A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load.

Department Contact Information

Bachelor of the Humanities 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca

Greek and Roman Studies 300 Paterson Hall
GreekAndRomanStudies@cunet.carleton.ca

Religion 2A39 Paterson Hall
Religion@cunet.carleton.ca

Digital Humanities (Graduate) 2A39 Paterson Hall
digitalhumanities@carleton.ca

Digital Humanities (Undergraduate Minor) 300 Paterson Hall
digitalhumanities@carleton.ca

MEMS (Undergraduate Minor) 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca