FSEM: Freedom & its Opposites

Professor: Joshua C. Wilson  
Term: Fall 2014  
Class Meeting: T/Th 10-11:50  
Location: Cherrington Hall 220

Course Description:  
America in large part defines itself in terms of freedom—a point that is affirmed every time that the national anthem is sung. As with most concepts that are so regularly asserted, its familiarity might keep us from considering important, basic questions like: What is freedom? Are there different forms of freedom? Does freedom have preconditions? And how do we know if and when freedom is limited, eroded, or altogether lost? This class aims to interrogate the concept of freedom by employing a mix of academic readings, films, documentaries, and reputable media to first considering the term itself, and then by turning to a range of conditions where we might find freedom to be diminished or absent.

Learning Objectives:  
Students will:  
1) Discover what it means to be an active member of an intellectual community by meeting rigorous academic expectations;  
2) Practice intellectual and critical thinking skills through a mix of low and higher stakes writing assignments, as well as through actively participating in regular class discussions;  
3) Become familiar with library resources and how to use them in original research;  
4) Practice generating compelling research questions;  
5) Practice developing and executing research plans; &  
6) Learn to connect academic concepts to other areas of their lives, and to events in the wider world.

Required Texts:  


3) All remaining texts are available via Canvas.
Assessment & Assignments:
This class includes the following assignments:

• Participation (7%)
• Restatements & Responses (36%)
• On-Call Days (8%)
• Short Papers Preparations (10%)
  - Research Paper Drafts 1 & 2 (2/3)
  - Research Paper Drafts Peer Reviews 1 & 2 (1/3)
• Short Paper Finals (39%)
  - Each Paper (13%)

***All written assignments must be typed in 12 point Times New Roman font, double spacing, with 1 inch margins and submitted via upload to Canvas.***

Participation includes coming to class, being up-to-date and engaged with the material, asking and answering questions in the classroom, and regularly participating in group discussions. Everyone will begin with 0 points in this area. You must attend class and generally demonstrate your preparedness in order to improve from this starting point. Your participation is crucial to your success in (and enjoyment of) this class.

We will have a series of Restatement & Response papers in this class. The due dates and questions are listed in the detailed course calendar and at the end of this syllabus. You will write these and then upload them to Canvas. Each entry is due on the day that the text is first assigned. These assignments are meant to get you thinking about what you read before coming into class and they also serve as the starting point for class conversations and your On-Call Days. Since they are largely thought exercises they will be evaluated with this mission in mind over your getting “the right answer.”

Each day that a Restatement or Response Paper is due, 2-3 students will be “On-Call.” While everyone is responsible for every day’s materials and are likewise expected to participate in class, fielding and posing questions, students that are on-call are expected to come prepared to help facilitate discussion. On-call students are encouraged to prepare questions (substantive &/or information seeking) as possible ways to facilitate course discussion.

You will have three Short Papers due over the course of the term. These papers ask you to apply course concepts and materials in answering a stated question. These questions require further refining in order to answer them well. We will talk about each as they approach. Their due dates and the specific questions are available in the detailed course calendar and at the end of this syllabus.

Each student will prepare a draft for peer review for each of the first two short papers. This requires students to have a complete draft of the paper ready for two fellow students to review using a provided question sheet. THIS ASSIGNMENT
CANOT BE TURNED IN LATE. Students who fail to submit a draft of their papers on time will receive 0 credit. The same is true for completing the in-class peer review session. There is no draft review process for the final paper.

The final draft for the short papers will be due according to the dates listed in the detailed course calendar. It must be within the specified page ranges, follow the course formatting rules, and be submitted via Canvas. Each final draft must also include a brief (e.g. one paragraph) discussion of which peer review comments you chose to follow through on, which you passed over, and why.

Course Policies on Attendance, Etiquette, and Participation:

All assignment due dates are noted on the planned “Course Calendar” distributed in class and available on the course Blackboard page. Any updates to the calendar or syllabus will be noted on the course Blackboard page.

I will use Canvas and your linked emails for communicating with the class. Please make sure to check both regularly.

Late assignments will be penalized one grade for every calendar day (not class day) that they are late, and will not be accepted more than 3 calendar days/72 hours after they are officially due.

All students are expected to abide by the University of Denver Honor Code. These expectations include the application of academic integrity and honesty in your class participation and assignments. The Honor Code can be viewed in its entirety at this link: http://www.du.edu/studentlife/ccs/index.html.

Plagiarism & cheating of any kind will not be tolerated in this course. I assume that all work that you turn in is yours. Such work must be original and properly cited. The inability to meet these standards will result in a failing grade in this course and possible disciplinary action at the College level. If you have any questions about plagiarism and/or cheating, please feel free to ask me for guidance. Further information on academic misconduct is available at: http://www.du.edu/studentlife/studentconduct/policies.html.

You will be allowed 2 absences, late arrivals, &/or early departures from class. After 4 your grade will be negatively affected. Sleeping or being otherwise occupied in class counts as an absence – while your body may be present, it is you conscious participation that counts.

You are expected to extend the same degree of courtesy and respect to your peers in course discussions as you expect in return. This does NOT mean that you have to, or should, agree with everything anyone says. This DOES mean that you should think critically about what we discuss, and challenge or question what you disagree with in a civil manner.
Please turn off and store all cell phones. Don’t peruse the internet, send email, or text message while in class. In general, I only want you to use laptops in class when we are doing assignments that call for them. Arrive on time and be prepared to participate (e.g. do the reading before class). Everyone’s enjoyment of the class will be greatly enhanced by these simple steps.

Please visit me in office hours to discuss the course, readings, assignments, policies, real world legal & political developments, Cal & DU sports, etc. I greatly prefer talking in-person to emailing, so please take note of when and where my office hours are.

If you qualify for academic accommodations because of a disability please submit a letter to me from Disability Services Program (DSP) in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities and is located on the 4th floor of Ruffatto Hall, 1999 E. Evans Ave. DSP -- 303.871. 2278 / 7432 / 2455. Information is also available on line at http://www.du.edu/disability/dsp; see the Handbook for Students with Disabilities.

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**Freedom and its Opposites FSEM, (Fall 2014, v.1)**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Non-Reading Assignment Due</th>
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<tr>
<td>9/9</td>
<td>Introduction</td>
<td>Disc. – What are “freedom” &amp; “liberty”?</td>
<td>Summer Paper Due</td>
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<tr>
<td>9/11</td>
<td>Conceptions of Freedom &amp; Liberty</td>
<td>- Mill, John Stuart. <em>On Liberty</em>. Paragon Books, 2013. Intro/Ch 1 &amp; Ch 3 Start until “…as if one should complain of the Niagara river for not flowing smoothly between its banks like a Dutch canal.”</td>
<td>Restatement: Write one page restating, in your own words, what you think Mill’s main argument is in what you have read. Cite at least one passage. OnCall: Erker, Jackson, &amp; Jones</td>
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1 This calendar is subject to change. All changes will be announced in class and on Canvas.
Freedom & Liberty


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<th>Date</th>
<th>Topic</th>
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<tr>
<td>9/23</td>
<td>Freedom Case Study #1</td>
<td>- <em>Devil's Playground</em>. Documentary, 2002. (117 minutes) (In Class)</td>
<td>Short paper #1 v.1.0: Are the Amish free? Are the Amish free? Give one argument for, and one argument against citing at least 2 course readings. (1-3 pages)</td>
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<td><strong>Short Paper #2 v1.2 due in class</strong></td>
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<td><strong>Response:</strong> Write a one-page response to Muir given what you have read about La Familia &amp; the Mexican state. Make sure to cite at least one source. <em>OnCall:</em> Riahi &amp; Smith</td>
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<td><strong>Restatement:</strong> Write one page restating, in your own words, what you think Foucault’s &amp; Tocqueville’s main arguments are. Cite at least one passage per reading. <em>OnCall:</em> Weed &amp; Yun</td>
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<td><strong>Response:</strong> Write a one-page sketch of how you understand privacy in relation to freedom. <em>OnCall:</em> Zann &amp; Zink</td>
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| 10/30 | Freedom & Contemporary America: Two America’s? | - Policing in Ferguson & Denver  
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<td>11/6</td>
<td>Freedom &amp; Contemporary America: Two America’s?</td>
<td>All of Part 2 &amp; 3.</td>
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<td>11/11</td>
<td>Writing Session</td>
<td>Open Office Hours for paper #3</td>
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<td>11/13</td>
<td>Closing discussion</td>
<td>- Come prepared to discuss your essay with your peers</td>
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