



POL 206

Modern Political Thought

S2 Day 2016

Dept of Modern History, Politics & International Relations

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

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W6A 433

TBA

Co-convenor

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Credit points

3

Prerequisites

12cp or (3cp in HIST or MHIS or POL units)

Corequisites

Co-badged status

Unit description

What are the limits of the legitimate use of force by political authorities? How should the power of government be limited? When is a government or political regime legitimate? These and related questions have been the subject of a continuous debate in political theory since the sixteenth century. This unit examines the various theories of human rights and of social contract as well as theories which reject the liberal/democratic approach to the question of legitimacy. Among the authors to be read are Machiavelli, Hobbes, Rousseau, Burke, Marx, Rawls, Schmitt, and Foucault.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Theoretical arguments for and against the need to consent to the exercise of political power as well as arguments against such an approach to the question of legitimacy

The concepts - such those of social contract, of political participation, of natural or basic rights - which are deployed in the debate on political legitimacy

The conceptual tools needed to explore further theoretical questions in this area and to approach, critically, questions of the legitimacy of any particular government or political system

The above three are called "skills" in the current educational jargon. A more accurate term would be "knowledge" and "understanding". It does not matter how you call them, as long as you acquire them.

General Assessment Information

NO LATE SUBMISSION POLICY: In this unit, there are **no late submissions** of essays or short papers.. You need to submit your essay and short paper on time. The only grounds for an extension is unavoidable disruption in study. Requests for extensions are handled through the web portal (ask.mq.edu.au) dealing with disruption of study and not through the convener. This policy is devised to teach students to complete their assigned tasks on time and to avoid strategic calculations in their planning of assignments. Strategic calculation - submitting an essay a few days later and counting on losing marks as a penalty - favours those students who take their studies in an instrumental way as a way of an achieving a desired mark. This unit aims to encourage students to take their study, reading and writing as their primary activity and not to give any advantage to students to have an instrumental attitude towards their studies.

COMPULSORY ATTENDANCE OF LECTURE SECESSION: UNEXPLAINED ABSENCE TO MORE THAN 3 LECTURE SECESSION MAY LEAD TO A FAIL GRADE. SEE DELIVERY AND RESOURCES.

Assessment Tasks

Name	Weighting	Due
<u>Tutorial presentation</u>	10%	Set in class
<u>Short paper</u>	0%	24 August 5 pm
<u>Essay</u>	40%	18 November, 11 pm
<u>Class test (final)</u>	50%	9 November 12-2 pm

Tutorial presentation

Due: **Set in class**

Weighting: **10%**

Each (internal) student will give a 10-15 minute oral presentation in a tutorial. The topic will be chosen from the lecture questions given in the unit guide. The presentation should be concise, focused, coherent and raise further questions for discussion in the class. In the tutorial of the first week the students will be asked to sign for the week in which they will be presenting (thus choosing the same topic as the lecture of the week in which they will be presenting). Those who fail to present will lose 10 marks.

The tutorial procedure involves two steps. First, one week in advance, the student sends to the convenor of the unit, as an electronic attachment, a summary of his or her presentation. If necessary, the convenor will provide the feedback on this summary before the oral presentation. The summary should not be longer than two pages. Second, the student will present in class, following the summary and any feedback that he or she received from the convenor.

The mark on the presentation will include the mark of the summary and of the oral presentation,

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Short paper

Due: **24 August 5 pm**

Weighting: **0%**

PASS/FAIL SHORT ESSAY

The students should attempt to answer **only** one of the questions listed under the Lecture topics in the Lecture topics of this unit guide. You may choose one of the questions which has already been discussed in the lecture/tutorial sessions (but you do not have to do so). The short essay should be from 600 to 800 words (800 words is the upper limit). It should show the comprehension of the assigned texts and the ability to briefly outline the arguments found in these text. It should be concise, focused and coherent. See also the long essay section below regarding the essay writing guide, referencing and the Academic Honesty policy: These apply to the short paper as well.

The paper will should give the students feedback as to how they are progressing in this unit. If you fail, you will be given one more chance to submit this paper (you will **not** be given another chance for other pieces of assessment in this unit).

It is to be submitted through the Turnitin upload on the iLearn unit webpage.

The short paper will be marked pass or fail and will not be included in the final mark for the unit.

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Essay

Due: **18 November, 11 pm**

Weighting: **40%**

The essay writing should test your ability to articulate arguments for or against specific theories or theses discussed in the course; in articulating your arguments you would be expected to draw on the required texts; the required texts are your primary (but not necessarily only) sources. You are advised to consult works from the secondary sources as well as the more comprehensive bibliography on the unit iLearn webpage. Remember, however, to acknowledge your debts to any secondary sources. The essays will be marked in accordance with the marking criteria posted on the unit webpage.

It is only 2000 words, excluding bibliography but including footnotes. You should use Harvard referencing system (in text). You should strictly follow the essay writing guide posted on the website and follow the Academic Honesty Policy of the University. It is assumed that you have read and fully understood this policy, in particular its definitions see: http://www.mq.edu.au/policy/docs/academic_honesty/policy.html.

The essay will be uploaded through the Turnitin upload facility at the iLearn unit webpage. No hard copy is needed.

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Class test (final)

Due: **9 November 12-2 pm**

Weighting: **50%**

You will be expected to answer 2 questions out of a choice of questions. Your answers will be in the form of the short essay. The test will test (what else?) your ability to outline and contrast the views and arguments discussed in the lectures and found in the required readings. In this way it will test your comprehension of the readings and lecture and your ability to use the concepts discussed in the class. The questions are related ONLY to the lectures and required readings. You can prepare for the test by revising your notes from lectures/readings.

The test will be held in the lecture session of Week 13 in the lecture classroom.

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Delivery and Resources

Classes

Each week there is a two hour lecture and one hour tutorial. For lecture times and classrooms please consult the MQ Timetable website: <http://www.timetables.mq.edu.au>. This website will display up-to-date information on your classes and classroom locations. Note, below, that most lectures are WRITTEN and not delivered orally.

Required and Recommended Texts and/or Materials

Required readings listed on the iLearn webpage are available through e-reserve.

Technology Used and Required

Most of the lectures in this unit are **written** and available through iLearn, accessed at: <http://ilearn.mq.edu.au>. The written lectures have no recordings - because they are written! The co-convener of the unit, Dr Ian Tragenza, may deliver lectures in his lecture sessions orally: you will be advised of these in advance.

The written lectures are conceived as commentaries on the required readings. Each lecture topic has a corresponding selection of readings by the author(s) whose theories are discussed in the lecture. These are listed in the Required Readings. These selections listed in the Required readings are available on e-reserve.

Students are recommended to read the lecture first before reading the text selection for that topic. While reading the original texts, students should attempt to answer at least some of the questions listed under each lecture topic below. These questions are intended help them understand the text and follow the arguments. Your answers to the questions and any comments on the text may be kept in a separate notebook or a computer file. These answers and comments may turn out to be quite useful when revising for the final exam. After reading the required text, it is useful to return to the lecture and note any agreement or disagreement with the lecturer's interpretation; these notes could also be kept the same notebook or computer file.

Lecture sessions consist of discussions of the topics and questions raised in the written lectures and required readings. For this reason it is essential that students read the lecture and the required reading selection BEFORE the lecture session at which this topic will be discussed.

ATTENDANCE AT LECTURE SESSIONS IS COMPULSORY. MORE THAN THREE UNEXPLAINED ABSENCES FROM LECTURES MAY LEAD TO A FAIL GRADE.

Unit Schedule

Week	Topic
1	Power and legitimacy: an introduction
2	Political power and how to hold on to it: Machievalli's advice
3	Consent and the right to political power: Hobbes's social contract theory
4	Sovereign power restricted by a social contract: Locke's argument from natural rights
5	How to remain free and yet live in a state: Rousseau's proposal
6	Legitimacy through tradition: Edmund Burke
7	Legitimacy through representative government: John Stuart Mill

8	Can fairness and an overlapping consensus provide legitimacy? Rawls's reconstruction of liberalism
9	The liberal state – illegitimate and inconsistent? Marxism, Anarchism and Decisionism (Carl Schmitt)
10	The liberal state with a higher (moral?) goal: the legitimacy restored? Communitarianism, republicanism and deliberative democracy.
11	Challenging patriarchal legitimacy: feminist perspectives on political power. Guest lecturer
12	Disciplinary power: Foucault's overthrow of the sovereign power Lecturer: Dr Ian Tregenza
13	Why worry about legitimacy?

Learning and Teaching Activities

Discussion/Debate

This unit is based on student debate in class, not on delivered lectures (lectures are written). This is similar to the conception of the flipped classroom. The method used here is an early model of flipped classroom, before the term was invented in the USA.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

- The conceptual tools needed to explore further theoretical questions in this area and to approach, critically, questions of the legitimacy of any particular government or political system

Assessment tasks

- Essay
- Class test (final)

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- The conceptual tools needed to explore further theoretical questions in this area and to approach, critically, questions of the legitimacy of any particular government or political system

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

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system

Assessment tasks

- Short paper
- Essay
- Class test (final)

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Theoretical arguments for and against the need to consent to the exercise of political power as well as arguments against such an approach to the question of legitimacy
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Assessment tasks

- Tutorial presentation
- Short paper
- Essay
- Class test (final)

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- The concepts - such those of social contract, of political participation, of natural or basic

rights - which are deployed in the debate on political legitimacy

- The conceptual tools needed to explore further theoretical questions in this area and to approach, critically, questions of the legitimacy of any particular government or political system

Assessment tasks

- Essay
- Class test (final)

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

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Assessment tasks

- Tutorial presentation
- Short paper
- Essay
- Class test (final)

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Theoretical arguments for and against the need to consent to the exercise of political power as well as arguments against such an approach to the question of legitimacy
- The concepts - such those of social contract, of political participation, of natural or basic rights - which are deployed in the debate on political legitimacy

Assessment tasks

- Essay
- Class test (final)

Changes from Previous Offering

Short paper was added to give students early indication of their progress. No late submission policy is explained in some detailed.