



# WPOL107

## Thinking Politically

MUIC Term 5 2016

*Macquarie University International College*

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#### **Disclaimer**

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## General Information

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

We often think politically without being aware of it. When we say that some people in our society have not been treated justly or when we condemn violence and injustice in other societies, we are making political judgments and using political concepts. How does our sense of fairness or our compassion in cases such as these relate to our political judgments? This unit explores key political concepts such as justice, equality, democracy and the rule of the law as well as the role of morality in political judgment. We also consider the concept of ideology and examine particular ideologies including: liberalism, nationalism, conservatism and fundamentalism. Among the selected readings for this unit are the classics of political thought such as Plato, Aristotle, Machiavelli and Hobbes.

## 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:

Analyse and express judgement about a range of political phenomena in oral and written form

Interpret classic and contemporary political texts critically

Differentiate between different types of political theory and analyse the relationship between political ideas and political action

Integrate and synthesize a range of theoretical literature by giving an account of the history and relationship of key political ideas and ideologies.

Use discipline specific terminology to communicate concepts and ideas relevant to this unit.

## General Assessment Information

### Requirements to Pass

In order to pass this unit a student must obtain a mark of 50 or more for the unit (i.e. obtain a passing grade P/ CR/ D/ HD).

For further details about grading, please refer to [Schedule 1](#) of the [Assessment Policy](#).

### Grading

The College will award common result grades as specified in [Schedule 1](#) of the [Assessment Policy](#).

Students will receive criteria and standards for specific assessment tasks, which will be aligned with the grading descriptors given in [Schedule 1](#).

The attainment (or otherwise) of learning outcomes for a unit of study will be reported by grade and mark which will correspond to the Schedule 1 and be as outlined below.

Grade		Mark Range	Outcome	Description
HD	High Distinction	85-100	Pass	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality, insight or creativity in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the program.
D	Distinction	75-84	Pass	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality or creativity in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the program and the audience.

CR	Credit	65-74	Pass	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the program.
P	Pass	50-64	Pass	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the program; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the program. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.
F	Fail	0-49	Fail	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the program.
FA			Did Not Attend	Student has failed the compulsory attendance component of assessment

Final Grades not receiving a mark because the student has withdrawn after the Census Date , not submitted or completed one or more components of the assessment, has been awarded a supplementary assessment or because of an unresolved matter such as allegations of academic misconduct are outlined in [Schedule 1](#).

### Where to find information about assessment

General assessment information including the number and nature of assessments, due dates and weightings has been provided in this unit guide.

Specific assessment information including assignment instructions, questions, marking criteria and rubrics as well as examples of relevant and related assessment tasks and responses will be available in the Assessment section on iLearn. For units that have final examinations, students may access past final exam papers using [MultiSearch](#).

### Student Responsibilities

As per the [Assessment Policy](#), students are responsible for their learning and are expected to:

- actively engage with assessment tasks, including carefully reading the guidance provided, understanding criteria, spending sufficient time on the task and submitting work on time;
- read, reflect and act on feedback provided;
- actively engage in activities designed to develop assessment literacy, including taking the initiative where appropriate (e.g. seeking clarification or advice, negotiating learning contracts, developing grading criteria and rubrics);

- provide constructive feedback on assessment processes and tasks through student feedback mechanisms (e.g. student surveys, suggestions for future offerings, student representation on committees);
- ensure that their work is their own; and
- be familiar with University policy and College procedures and act in accordance with those policy and procedures.

### Submission of Assessment Tasks

Assessments must be submitted in accordance with instructions provided in this unit guide. Assessment tasks which have not been submitted as required will not be marked; they will be considered a non-submission and zero marks will be awarded for the task.

### Extensions & Late Submissions

Extensions will only be granted as a result of a Disruptions to Studies Notification for which special consideration has been awarded. To apply for an extension of time for submission of an assessment item, students must submit their Disruptions to Studies notification via [ask.mq.edu.au](https://ask.mq.edu.au) **U**.

Late submissions without an approved extension are possible but will be penalised at 20% per 24 hour period or thereof up to 4 days (weekend inclusive).

Example: An assignment is due at 5:00 pm on a Friday and is marked out of 100 marks.

- If a student submits at 5:02 pm on the Friday and no Disruptions to Studies or special consideration is granted, a penalty of 20% of the total marks possible (20 marks) will be deducted from their result.
- If the student submits the assignment on Sunday and no Disruptions to Studies or special consideration is granted, then a penalty of 40% (40 marks) will be deducted and so on.
- If a student submits an assessment task 5 or more days after the due date and no Disruptions to Studies or special consideration is granted, a record of submission will be made but the student will receive zero marks for the assessment task.

### Retention of Originals

It is the responsibility of the student to retain a copy of any work submitted. Students must produce these documents upon request. Copies should be retained until the end of the grade appeal period each term.

In the event that a student is asked to produce another copy of work submitted and is unable to do so, they may be awarded zero (0) for that particular assessment task.

Requests for original documentation will be sent to the applicant's student email address within six (6) months of notification by the student. Students must retain all original documentation for the duration of this six (6) month period and must supply original documents to the University within ten (10) working days of such a request being made.

### **Final Examinations**

Final examinations will typically take place or be due in Week 6 or Monday of Week 7. For unit specific details please refer to Assessment section of this unit guide.

All students must be available up until and including Monday of Week 7 to undertake final examinations.

The University will publish [College Final Examination Timetable](#) at least 4 weeks before the commencement of the final examination period and students will be able to access their final examination schedule in Week 3 of the Term.

### **Final Examination Requirements**

As per Schedule 4 of the Assessment Policy, students will be responsible for:

- checking the final examination timetable
- knowing the examination location (including seat number allocation) and arriving at allocated examination venue on time.
- knowing the structure and format of the examination
- adhering to the final examination timetable
- ensuring they are available for the full duration of the final examination period and supplementary examination period.

Details of the structure and format of the final examination paper will be made available to students prior to the start of the final examination period. This detail will include:

- a copy of the examination coversheet, giving the conditions under which the examination will be held
- information on the types of questions the examination will contain, and
- an indication of the unit content the paper may examine.

Students must follow directions given by the Final Examination Supervisor.

Students will be required to present their Macquarie University Campus Card as photographic proof of identity for the duration of the final examination.

Students are not permitted to:

- enter a final examination venue once one hour from the time of commencement (excluding any reading time) has elapsed
- leave a final examination venue before one hour from the time of commencement (excluding any reading time) has elapsed

- leave a final examination venue during the last 15 minutes of the examination
- be readmitted to a final examination venue unless they were under approved supervision during the full period of their absence
- obtain, or attempt to obtain, assistance in undertaking or completing the final examination script
- receive, or attempt to receive, assistance in undertaking or completing the final examination script (Unless an application for reasonable adjustment has been approved)
- communicate in any way with another student once they have entered the final examination venue

### **Missed assessments and examinations**

The University recognises that students may experience unexpected events and circumstances that adversely affect their academic performance in assessment activities, for example illness.

In order to support students who have experienced a serious and unavoidable disruption, the University will provide affected students with an additional opportunity to demonstrate that they have met the learning outcomes of a unit. An additional opportunity provided under such circumstances is referred to as special consideration.

In order to be eligible for special consideration students must submit Disruption to Studies Notification via [ask.mq.edu.au](https://ask.mq.edu.au) within five (5) working days of the commencement of the disruption and attach appropriate supporting [evidence](#).

Where special consideration is granted the student will be given an additional opportunity to demonstrate that they have met the learning outcomes of a unit in the form of an alternative or supplementary assessment task or extension.

Please refer to the [Disruption to Studies Policy](#) or the Disruptions to Studies section under Policies and Procedures below.

### **Supplementary Examinations**

The supplementary examination period will span across Week 7 of the Term and Week 1 of the subsequent teaching term. Students who have lodged a Disruptions to Studies must be available to undertake examinations during the supplementary examination period.

Results for supplementary exams may not be available for up to two weeks following the supplementary examination. Students in their final term of study who undertake supplementary final exams should note that formal completion of their Program will not be possible until supplementary results are released and this may impact on their ability to enrol in subsequent programs of study on time.

### **Accessing your Results**

Students will be able to view their results for internal assessments via the Grades section in [iLearn](#).

Grades (e.g. HD, D, CR, P, F) for all assessment tasks will be released to students once marking

has concluded. Marks for individual assessments may be released as well.

Final results for the unit will be released at 00:01 on Friday of Week 7. Students will be able to view their final result for the unit via [eStudent](#).

### **Calculating your GPA**

A Grade Point Average (GPA) is a calculation that reflects the overall grades of a student in a coursework program. Please refer to the [GPA Calculator](#).

### **Obtaining Feedback**

Teaching staff will provide students with feedback about their academic progress and performance in assessment tasks or a unit of study. Where relevant, other staff such as Senior Teachers, Program Managers and members of the Student Administration and Services Team will provide feedback and advice to students about their performance in a program of study. Feedback may be provided to individual students, a group of students or a whole class and it may be written or verbal in nature.

Some examples of feedback include:

- Teaching staff member reviewing a draft submission and giving a student advice on how to improve their work before making a final submission
- Teaching staff member telling a class that they need to improve their editing of grammar in their recently submitted assignment.
- Teaching staff member discussing progress of an individual student before census date to allow the student to decide whether they should remain enrolled in the unit.
- Online feedback via announcements or forums, an online marking rubric or various iLearn activities employed in a unit
- Written marks and comments on a marking sheet or essay.
- Recorded voice comment provided in response to an essay submitted online.
- Student Services officer telling a student that they should consider withdrawing from a unit because they have missed too many classes to be able to catch up.

It is a student's responsibility to act promptly on feedback and advice provided.

If you are unsure how feedback has been or will be provided, or you feel that feedback provided is not sufficient, you must approach relevant teaching or administrative staff and request additional feedback in a timely manner during the term. Students may seek general feedback about performance in a unit up to 6 months following results release.

### **Contacting Teaching Staff Obtaining Help**

Students may contact teaching staff at any time during the term by using the contact details provided in this guide. Students should expect a response within 1-2 business days. Teaching staff are unable to accept assessment submissions via email, all assessments must be submitted as outlined in the unit guide.



For all university related correspondence, students must use their official Macquarie University student email account which may be accessed via the [Macquarie University Student Portal](#). Inquiries from personal email accounts will not be attended to.

## **Academic Honesty**

Using the work or ideas of another person, whether intentionally or not, and presenting them as your own without clear acknowledgement of the source is called [Plagiarism](#).

Macquarie University promotes awareness of information ethics through its [Academic Honesty Policy](#). This means that:

- all academic work claimed as original must be the work of the person making the claim
- all academic collaborations of any kind must be acknowledged
- academic work must not be falsified in any way
- when the ideas of others are used, these ideas must be acknowledged appropriately.

All breaches of the [Academic Honesty Policy](#) are serious and [penalties](#) apply. Students should be aware that they may fail an assessment task, a unit or even be excluded from the University for breaching the Academic Honesty Policy.

## **Turnitin**

To uphold principles of Academic Honesty, Macquarie University employs online anti-plagiarism Software called [Turnitin](#). Turnitin compares electronically submitted papers to a database of academic publications, internet sources and other student papers that have been submitted to the system to identify matching text. It then produces an Originality Report which identifies text taken from other sources, and generates a similarity percentage. Teaching staff will use the report to judge whether plagiarism has occurred and whether penalties should apply for breaches of the Academic Honesty Policy.

All text based assessments must be submitted through Turnitin as per instructions provided in the unit guide. It is the student's responsibility to ensure that work is submitted correctly prior to the due date. No hard copies of assessments will be accepted and only Turnitin records will be taken as records of submission.

Multiple submissions may be possible via Turnitin prior to the final due date and time of an assessment task and originality reports may be made available to students to view and check their work.

There is no set percentage which indicates whether plagiarism has occurred; all identified matching text should be reconsidered carefully. If plagiarism has occurred or is suspected and resubmission is possible prior to the due date, students are advised to edit their work before making a final submission. Help may be sought from teaching staff. Students may also access [research resources](#) provided by the library or [Learning Skills](#).

Students should note that the system will not immediately produce the similarity score on a second or subsequent submission - it will take 24-36 hours for the report to be generated. This may be after the due date so students should plan any resubmissions carefully.

Please refer to these instructions on [how to submit your assignment through Turnitin](#) and access similarity reports and feedback provided by teaching staff.

Should you have questions about Turnitin or experience issues submitting through the system, you must inform your teacher immediately. If the issue is technical in nature may also lodge a [On eHelp](#) Ticket, refer to the [IT help page](#).

## Assessment Tasks

Name	Weighting	Due
<a href="#">Weekly Tasks</a>	50%	Weeks 2,3,4,5, 6
<a href="#">Participation</a>	5%	Ongoing
<a href="#">Essay Plan</a>	15%	Week 4, Friday, 6 pm
<a href="#">Final essay</a>	30%	week 6, Lesson 2, Friday

### Weekly Tasks

Due: **Weeks 2,3,4,5, 6**

Weighting: **50%**

Starting from Week 2, students will be required to complete one task each week as described below:

#### **Week 2 - Glossary of Ancient Greek Terms (10%)**

In your own words, make a personal glossary with **short** definitions Greek terms we still use in political discussions. A list of Greek terms is provided on iLearn under the Assessments section. You must use your own words and a clear academic writing style. You must reveal your understanding of the concepts. Do not copy and paste definitions from other sources. Submit your glossary to Turnitin by Week 2, Lesson 2, 5 pm.

Length: 500 words

This is an individual task. Feedback will be provided via Grademark.

#### **Week 3 - Quiz on Liberalism (10%)**

You will answer 10 short answer questions in class via iLearn, at the end of our discussions on modern liberalism in Week 3, Lesson 2. The duration of the quiz will be 1 hour. You can attempt this quiz only once. Feedback will be provided in class.

#### **Week 4 - Quiz on Ideology (10%)**

You will answer 10 short answer questions on nationalism, Marxism and ideology in class via

iLearn, after our discussions of the topics in Week 4, Lesson 2. The duration of the quiz will be 1 hour. You can attempt this quiz only once. Feedback will be provided in class.

### **Week 5 - Quiz on Conservatism (10%)**

You will answer 10 short answer questions on conservatism and environmentalism in class via iLearn after our discussions of the two topics in Week 5 Lesson 2. The duration of the quiz will be 1 hour. You can attempt this quiz only once. Feedback will be provided in class.

### **Week 6 - Glossary of "-ism"s (10%)**

In your own words, give short definitions of the various "-ism"s we have discussed in the second half of this course. A list of terms is provided on iLearn under the Assessments section. You must use your own words and a clear academic writing style. You must reveal your understanding of the concepts. Do not copy and paste definitions from other sources. Submit your glossary to Turnitin by Week 6, Lesson 2, 5 pm.

Length: 500 words

This is an individual task. Feedback will be provided via Grademark.

**Please refer to late submission section above.**

On successful completion you will be able to:

- Analyse and express judgement about a range of political phenomena in oral and written form
- Interpret classic and contemporary political texts critically
- Differentiate between different types of political theory and analyse the relationship between political ideas and political action
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit.

## **Participation**

Due: **Ongoing**

Weighting: **5%**

Marks are awarded for active participation in lessons rather than for attendance. Students are expected to bring in their knowledge of political theory and issues and to actively participate in group activities. A marking rubric is available on iLearn and feedback will be provided via Gradebook.

Students are expected to

- demonstrate good preparation for the assigned topics
- initiate critical discussions about assigned topics and provides comments that advance the level and depth of dialogue (consistent)
- demonstrate an active role in discussions

- contribute to ongoing discussions
- demonstrate group research collaboration and research skills

On successful completion you will be able to:

- Analyse and express judgement about a range of political phenomena in oral and written form
- Interpret classic and contemporary political texts critically
- Differentiate between different types of political theory and analyse the relationship between political ideas and political action
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit.

## Essay Plan

Due: **Week 4, Friday, 6 pm**

Weighting: **15%**

Students will be assessed on a detailed essay plan with:

- Introduction,
- Definition of the terms used in the question,
- Conclusion,
- Topic sentences for each paragraph,
- Short bibliography researched using Multisearch in library catalogue.

An essay question and marking guidelines are provided under the Assessments section on iLearn. Submit your essay plan to Turnitin by Week 4, Friday, 6 pm.

Length: 500 words

This is an individual task. Feedback will be provided via Grademark.

**Please refer to late submission section above.**

On successful completion you will be able to:

- Analyse and express judgement about a range of political phenomena in oral and written form
- Interpret classic and contemporary political texts critically
- Differentiate between different types of political theory and analyse the relationship between political ideas and political action
- Integrate and synthesize a range of theoretical literature by giving an account of the history and relationship of key political ideas and ideologies.

- Use discipline specific terminology to communicate concepts and ideas relevant to this unit.

## Final essay

Due: **week 6, Lesson 2, Friday**

Weighting: **30%**

Students will be assessed on a 1200 word final essay. Students are required to compose a well-structured argumentative essay that incorporates relevant research and political theory. Using in-text references and providing a reference list are compulsory. Students must submit their essays via Turnitin on the iLearn page by Week 6, Thursday, 6 pm. An essay question and marking guidelines is provided on iLearn.

This is an individual task. Feedback will be provided via Grademark.

**Please refer to late submission section above.**

On successful completion you will be able to:

- Analyse and express judgement about a range of political phenomena in oral and written form
- Interpret classic and contemporary political texts critically
- Differentiate between different types of political theory and analyse the relationship between political ideas and political action
- Integrate and synthesize a range of theoretical literature by giving an account of the history and relationship of key political ideas and ideologies.
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit.

## Delivery and Resources

### Term Dates & College Calendar

Details of key dates during the term can be found on the [Important Dates](#) calendar.

### Enrolment and Timetables

General timetable information is available via Macquarie University's [Timetable page](#).

Students will be able to enrol in units and register for classes via [eStudent](#) and also view their personal timetable. It is the student's responsibility to ensure that classes they have registered for do not clash.

Students are only permitted to attend classes in which they have registered via eStudent, unless they have written approval from the Students Services and Administration Manager. To seek approval, students must email [muic@mq.edu.au](mailto:muic@mq.edu.au) or speak to a member of the Student Services and Administration Team at E3A Level 2 Reception. Approval will only be granted in exceptional

circumstances.

Swapping groups is not possible after the enrolment period has concluded. The last day to do so is Tuesday of Week 1 and this must be finalised by the student in [eStudent](#) by the end of the day.

### Attendance Requirements – All Students

All students are expected to attend 100% of scheduled class time.

Attendance will be monitored in each lesson & students will be able to see their current attendance percentage to date and potential attendance percentage for each unit they have enrolled in via [iLearn](#).

- **Current attendance Percentage** will reflect the percentage of classes a student has attended so far (based only on the lessons held to date).
- **Potential Attendance Percentage** will reflect the percentage of classes a student can potentially attend by the end of the term, taking into consideration lessons attended and assuming the student also attends all future lessons scheduled (based only on the total number of lessons in the Term).

Where a student is present for a part of a lesson (for example arrives late, leaves early, leaves the class frequently or for lengthy periods, engages in inappropriate or unrelated activities or does not participate actively in the majority of the lesson) the teacher reserves the right to mark a student absent for that part of the lesson.

In cases of unavoidable non-attendance due to illness or circumstances beyond their control, students should lodge a [Disruption to Studies](#) Notification via [ask.mq.edu.au](http://ask.mq.edu.au) within 5 working days and supply relevant supporting documentation, even if they have not missed a formal assessment task. This will ensure that that appropriate records of unavoidable absences can be kept.

### Public Holidays and Make-up Lessons

If any scheduled class falls on a public holiday a make-up lesson may be scheduled on an alternate day. Attendance will be taken for any scheduled make-up lessons. Where a make-up lesson is scheduled, students will be informed in class and via iLearn.

If appropriate, teaching staff may instead organise an online make-up lesson requiring students to complete additional activities outside of class. Students will be informed of any such arrangements in class and/or via iLearn.

### Technology Used and Required

- Access to internet (Available on Campus using Macquarie [OneNet](#) and in designated E3A Self-Access Computer Laboratories)
- [iLab](#) - iLab is Macquarie University's personal computer laboratory on the Internet, enabling students to use the Microsoft Windows applications they require to do their

university work from anywhere, anytime, on anything.

- Access to [iLearn](#)
- Access to Macquarie University [Library catalogue \(MultiSearch\)](#)
- Access to Microsoft Office Suite (available in E3A Self-Access Computer Laboratories and via [iLab](#))

## **iLearn**

[iLearn](#) is Macquarie's online learning management system and a principal teaching and learning resource which will be used throughout the term. Students must access iLearn at least 3 times per week to access important information including:

- Announcements and News Forums - Teaching staff will communicate to the class using iLearn announcements. Announcements may also be emailed to students' Macquarie University email address but students should check the News Forum regularly.
- Attendance – current and potential attendance percentage for the Term.
- Unit Guide and staff contact details
- Set unit readings available through [MultiSerach](#) (library).
- Lesson materials and recordings where available
- Learning and teaching activities and resources, questions and solutions
- Assessment instructions, questions, marking criteria and sample tasks
- Assessment submission links such as Turnitin
- Links to support materials and services available at the University
- Evaluation Surveys for the unit

For any resource related iLearn questions contact your teacher. For any technical or support issues using iLearn, please contact the IT helpdesk (Ph. 02 9850 4357) or lodge a ticket using [OneHelp](#).

## **Useful Study Resources**

[StudyWise](#) is an iLearn resource created by Learning Skills, which is specifically designed to help you to manage your studies, strengthen your study techniques, write effective assignments and improve your English language proficiency. Once you enrol in StudyWISE, you can access it from your iLearn course list under the category "Student Support".

[InfoWise](#) will help you improve your research skills by teaching you how to use MultiSearch, decode citations, identifying key search terms and use advanced search techniques.

[Lib Guides](#) provide students with links to electronic sources and websites that are good starting points for research in different fields or disciplines.

[MultiSerach](#) will connect you to Macquarie University Library and allow you to search library resources, databases, unit readings and past exam papers

[Academic Language and Learning Workshops](#) are designed to help you with Study Skills,

## Assignment Writing, Referencing and Academic Language

Research resources provide information about:

- Researching for your assignments
- How to manage your references
- Referencing style guides
- Subject and research guides

## Unit Schedule

UNIT OUTLINE AS A TABLE

<i>Week/ Lesson</i>	<i>Topic/Content Covered</i>	<i>Required Reading</i>	<i>Associated Tasks</i>	<i>Assessment Task</i>
1.1	Introduction: WHY begin 'THINKING POLITICALLY' with the Ancient Greeks?  Greek language that we still use to talk about politics discussed.	Bruce Haddock, <i>A History of Political Thought</i> , ch.1	Join a team as a member and begin to prepare for our debate in 1.2 on Plato vs Aristotle.	



<i>Week/ Lesson</i>	<i>Topic/Content Covered</i>	<i>Required Reading</i>	<i>Associated Tasks</i>	<i>Assessment Task</i>
1.2	<p>The great debate: PLATO VS ARISTOTLE: what do they agree &amp; disagree about?</p> <p>Plato's scientific knowledge vs Aristotle's practical reason: How does each produce a different political outcome?</p> <p>Is rhetoric a mere gift of the gab or essential to the political process?</p>	<p>Plato <i>Republic</i>, Required reading on ilearn and in ereserve</p> <p><a href="#">H.C. Lawson-Tancred, 'Introduction' in Aristotle's <i>The Art of Rhetoric</i></a> e reserve</p> <p><a href="#">Aristotle, <i>Politics</i>, excerpt</a> ilearn</p>	<p>The Great Debate: 'experts should rule: OK?'</p> <p><a href="#">Team Plato for the affirmative</a></p> <p><i>1st speaker:</i> metaphor of the cave implies rule by philosopher experts</p> <p><i>2nd speaker:</i> metaphor of the ship of state &amp; of medicine: need for expert knowledge in politics</p> <p><i>3rd speaker:</i> female equality and rebuttal of Team Aristotle's arguments</p> <p><a href="#">Team Aristotle for the negative</a></p> <p><i>1st speaker:</i> The good life requires active political participation by citizens; we are political animals</p> <p><i>2nd speaker:</i> rhetoric and practical political reason vs true scientific knowledge</p> <p><i>3rd speaker:</i> females in the private not public sphere &amp; rebuttal of Team Plato</p>	

<b>Week/ Lesson</b>	<b>Topic/Content Covered</b>	<b>Required Reading</b>	<b>Associated Tasks</b>	<b>Assessment Task</b>
2.1	Thomas More's <i>Utopia</i> and Machiavelli's <i>Prince</i> contrasted: The Great Debate continued? Or is More inventing modern communism and Machiavelli modern political realism?	<a href="#">Hugh Trevor-Roper, 'Sir Thomas More and Utopia'</a> (e-reserve)	What did Thomas More mean by virtue in <i>Utopia</i> ? How was virtue to be established politically?  What advice would he give to contemporary politicians?	
2.2	<i>UTOPIA</i> and the <i>PRINCE</i> : how locked back in Renaissance Europe are they?	<a href="#">Sydney Anglo, Machiavelli: A Dissection, ch. 7</a> (e-reserve)  - Pre-Census Feedback	What did Machiavelli mean by Roman republican warrior <i>virtu</i> in the <i>Prince</i> ?  What advice would he give to contemporary politicians?	Make a personal glossary IN YOUR OWN WORDS on iLearn of 10 named Greek words that we still use to talk about politics. Additional files can be attached for your own use. 10 marks
3.1	ANCIENT VS MODERN LIBERTY: The origins of modern liberalism. Human equality, social contract theory and the notion of natural rights. Isaiah Berlin's 'Two concepts of liberty': negative liberty suits the free market economy	Hobbes, Thomas 2001/1651, <i>Leviathan</i> , Project Gutenberg, <a href="http://www.gutenberg.org/files/3207/3207-h/3207-h.htm">http://www.gutenberg.org/files/3207/3207-h/3207-h.htm</a>  Read: Chapter 11: 'Of the Difference of Manners'; Chapter 13: 'Of the Natural Condition of Mankind as concerning their Felicity and Misery'; Chapter 14: 'Of the First and Second Natural Laws, and of Contract'	ROLE PLAY: Choose one liberal figure from the 17th or 19th century: Hobbes, Locke, Constant & John Stuart Mill and be prepared to answer questions on his behalf.	
3.2	HOBBS invents modern liberalism during the English Revolution: how? Private vs public liberty. Constant and J.S.Mill	<a href="#">Benjamin Constant, 'The Liberty of the Ancients Compared with that of the Moderns'</a> (e-reserve)  <a href="#">J.S. Mill, On Liberty, Ch. 1</a> (e-reserve)	Debate Modern vs Ancient Liberty: which do you prefer?	Students assessed in class in online quiz: questions on liberalism, answered <u>in own words</u> : 10 marks

<b>Week/ Lesson</b>	<b>Topic/Content Covered</b>	<b>Required Reading</b>	<b>Associated Tasks</b>	<b>Assessment Task</b>
4.1	TWO CRITIQUES OF MODERN LIBERALISM and the Free Market economy: NATIONALISM & MARXISM:	<a href="#"><u>Goodwin, <i>Using Political Ideas</i>, ch. 2</u></a> (e-reserve)  Haddock, <i>A History of Political Thought</i> , pp. 201-210  Karl Marx, <i>The Communist Manifesto</i> , excerpt on ilearn	What is ideology?  Can you give examples of political ideology in contemporary debate today?	
4.2	What is nationalism?	<a href="#"><u>Benedict Anderson, <i>Imagined Communities</i>, excerpt</u></a> (e-reserve)	Debate in class: which is the more important identity today? Class versus Nation	Students assessed in class online quiz: Answer in your own words questions on nationalism, Marxism & ideology: 10 marks  Students assessed on detailed essay plan, introduction, conclusion and topic sentences for each paragraph, one footnote and own bibliography: 'Two Renaissance humanists today: How different and how the same are More's Utopia and Machiavelli's Prince from modern communism & modern political realism?': 20 marks submit turn it in on ilearn
5.1	Critics of the Modern Free Market Economy? CONSERVATISM & ENVIRONMENTALISM  What do conservatives seek to conserve? Tradition? The environment? A way of life? A culture?	<a href="#"><u>Michael Oakeshott, 'On Being Conservative', excerpt</u></a> (e-reserve)  <a href="#"><u>John Gray, 'The Undoing of Conservatism', in <i>Enlightenment's Wake</i></u></a> (e-reserve)	ROLE PLAY: Choose one conservative & be prepared to debate in his voice: Burke, Oakeshott, Gray, Scruton or Aly .  Are there any female spokespersons for conservatism?	

<b>Week/ Lesson</b>	<b>Topic/Content Covered</b>	<b>Required Reading</b>	<b>Associated Tasks</b>	<b>Assessment Task</b>
5.2	Environmentalism, climate change and the Anthropocene: necessarily apocalyptic in tone?	<p><a href="#"><u>Andrew Sullivan, A conservative case for gay marriage</u></a></p> <p>And</p> <p><a href="#"><u>How to Think Seriously about the Planet: The Case for an Environmental Conservatism</u></a>, by Roger Scruton. New York: Oxford University Press, 2012 both on ilearn</p>	<p>Can there be a conservative environmentalism? Eg <a href="#"><u>www.lockthegate.org.au</u></a> and the advocacy of Alan Jones</p> <p>Can there be conservative arguments for gay marriage? Are most arguments against conservative and fundamentalist?</p>	<p>Answer 10 questions in class in your own words on Conservatism and Environmentalism</p> <p>10 marks</p>
6.1	FUNDAMENTALISM and FEMINISM: Modern Responses to Modernity?	<p><a href="#"><u>Andrew Heywood, Political Ideologies: An Introduction</u></a>, ch 10 (e-reserve)</p> <p><a href="#"><u>John Gray, 'Evangelical Atheism, Secular Christianity'</u></a>, (e-reserve)</p>	<p>GROUP WORK: Explain the unanticipated appeal of various religious fundamentalisms in the modern world</p> <p>Together, write a newspaper editorial or a political blog on the rise of religious fundamentalism anywhere in the world, with a punchy headline and pithy text</p>	
6.2	Conclusion: The Contemporary Scene – the end or the resurgence of ideology? Unit summary and revision			<p>-Expand your glossary in class to give definitions of the listed ISMS we have met in this course, in your own words</p> <p>- Final essay due on Week 6, Thursday, 6 pm.</p> <p>Argue in favour of one of the "-ism"s and against another one of the "-ism"s discussed in the unit.</p> <p>Worth 35%. At least one page for each -ism. Submit via turn it in on ilearn.</p>

DETAILED SUMMARY of TOPICS TO BE COVERED IN CLASS:

Week 1. WHY begin WPOL107 'THINKING POLITICALLY' with the Ancient Greeks?

Greek LANGUAGE that we use to talk about POLITICS: some terms we still use today

The great debate: PLATO VS ARISTOTLE; what do they agree & disagree about?

Plato's scientific knowledge vs Aristotle's practical reason: How does each produce a different political outcome?

Is rhetoric a mere gift of the gab or essential to the political process?

Week 2. Thomas More's *Utopia* and Machiavelli's *Prince*: The Great debate between Plato and Aristotle continued?

Or is More inventing modern communism and Machiavelli modern political realism?

Debate More's Christian virtue vs Machiavelli's Roman Republican warrior virtue

Week 3. ANCIENT VS MODERN LIBERTY: The origins of modern liberalism.

Human equality, social contract theory and the notion of universal natural human rights

Isaiah Berlin's 'Two concepts of liberty': negative liberty suits the free market economy.

HOBBS invents modern liberalism during the English Revolution: how? Private vs public liberty.

What is the good life? Is there a best way of life or not?

CONSTANT argues that ancient republican liberty is inappropriate in the modern world, producing only French Revolutionary Terror. Modern liberty is private not public, thanks to modern commerce and representative government.

JOHN STUART MILL: what did he mean by the tyranny of public opinion? WHO and WHEN was he? What did he mean by liberty?

Week 4. TWO CRITIQUES OF MODERN LIBERALISM: NATIONALISM & MARXISM

What does NATIONALISM say about human sameness or human equality vs human differences?

How 'free' is the free market economy of liberalism, according to MARXISM? Who benefits from it?

What do we mean by the concept of IDEOLOGY? How is it different from Political Theory?

Week 5. Critics of the Modern Free Market Economy? CONSERVATISM & ENVIRONMENTALISM

What is conservatism, according to Burke and Oakeshott? Can it accommodate change?

What do conservatives seek to conserve? Traditions? The environment? A way of life? A culture?

Are conservatives committed to the free market economy of liberalism & neo-liberalism?

Who were the neo-conservatives? Were they conservative or radical proponents of change?

Is environmentalism necessarily apocalyptic in tone eg about climate change & the Anthropocene age?

Week 6. FUNDAMENTALISM & FEMINISM: MODERN RESPONSES TO MODERNITY?

Secularisation thesis: has the world become more secular (meaning?) as it has modernised & globalised?

Is Fundamentalism a modern response to modernisation? Egs from different religions

Do fundamentalists use the tools of modernity to get their message across?

Can there be an atheist fundamentalism? Are there problems with the term 'atheist'?

Is feminism necessarily in collision with religious fundamentalism? What do we mean by 'Feminism'? Is it a western invention?

Conclusion: The Contemporary Scene – the end or the resurgence of ideology? Unit summary and revision.

## Learning and Teaching Activities

### Lessons

Lessons will include a mixture of learning and teaching activities. New content and topics will be presented in lessons, and students will be given problems, practice questions and other interactive activities to apply the knowledge and the skills gained in the lesson. Students will be required to take notes, complete set class tasks and engage in discussion and individual and group activities. In class, specific time may be dedicated to work on assessment tasks and students will be given guidance and feedback to complete these. Certain lessons may be dedicated to independent research and reading related to the unit whether in the classroom or a computer lab.

### Active Participation

Students will be required to not only attend but also actively participate in lessons. Active participation entails: - active engagement in class activities - contribution to class discussions by asking and answering questions - coming to class prepared and having completed required pre-readings and activities - completion of set class and homework activities - collaboration with

other students - adhering to Macquarie University Student Codes of Conduct

## 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](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](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/](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](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](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/](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](http://ask.mq.edu.au).

## Academic Honesty

Using the work or ideas of another person, whether intentionally or not, and presenting them as your own without clear acknowledgement of the source is called [Plagiarism](#).

Macquarie University promotes awareness of information ethics through its [Academic Honesty Policy](#). This means that:

- all academic work claimed as original must be the work of the person making the claim
- all academic collaborations of any kind must be acknowledged
- academic work must not be falsified in any way
- when the ideas of others are used, these ideas must be acknowledged appropriately.

All breaches of the [Academic Honesty Policy](#) are serious and [penalties](#) apply. Students should be aware that they may fail an assessment task, a unit or even be excluded from the University for breaching the Academic Honesty Policy.

### Assessment Policy

Students should familiarise themselves with their responsibilities under the [Assessment Policy](#), and notably [Schedule 4](#) (Final Examination Requirements).

### Disruptions to studies

The [Disruption to Studies Policy](#) applies only to *serious and unavoidable* disruptions that arise after a study period has commenced. Students with a pre-existing disability/health condition or prolonged adverse circumstances may be eligible for ongoing assistance and support. Such support may be sought through [Campus Wellbeing](#) and [Support Services](#).

The University classifies a disruption as **serious and unavoidable** if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- was beyond the student's control; and
- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
- occurred during an event critical study period and was at least three (3) consecutive days duration, and / or
- prevented completion of a final examination.

To be eligible for Special Consideration, a student must notify the University of a *serious and unavoidable* disruption within five (5) working days of the commencement of the disruption (Disruption to Studies notification). All Disruption to Studies notifications are to be made online via the University's [Ask MQ](#) system. A Disruption to Studies notification must be supported by documentary [evidence](#).

Students should note that in cases of medical disruptions they must see a [registered healthcare professional](#) and present a [Professional Authority Form](#). Medical certificates will not be accepted. Overseas students may use their OSHC insurance for the purpose of seeing a registered healthcare professional.

In submitting a [Disruption to Studies notification](#), a student is acknowledging that they may be required to undertake additional work. The time and date, deadline or format of any required extra assessable work as a result of a disruption to studies notification is not negotiable and in submitting a disruption to studies notification, a student is agreeing to make themselves available to complete any extra work as required. This means that as a result of special consideration being awarded, a student may be required to complete a different type of assessment for example an exam instead of a presentation or vice versa.

The student will retain all original documentation submitted regarding the disruption, and must understand that this may be requested by the University at any time. In this event, students will



be provided 10 business days to submit the original documentation.

Please refer to the [Disruption to Studies Policy](#) for further details.

### **Final Examination Script Viewings**

A student may request to view their final examination script once results have been released but scripts remain the property of Macquarie University.

Students should view their final examination paper prior to submitting a grade appeal, if this is relevant to their case. The viewing will be conducted in a secure location under supervision.

To request a final examination script viewing, please lodge a ticket via [ask.mq.edu.au](http://ask.mq.edu.au).

### **Grade Appeals**

A student who has been awarded a final grade for a unit has the right to appeal that grade as outlined in the [Grade Appeal Policy](#). Grade appeals apply to the final mark and grade a student receives for a unit of study. They do not apply to results received for individual assessment tasks.

Grade appeals must be submitted via [ask.mq.edu.au](http://ask.mq.edu.au) within 20 working days from the published result date for the relevant unit. Before submitting a Grade Appeal, please ensure that you read the [Grade Appeal Policy](#) and note valid grounds for appeals.

Students are expected to seek feedback on individual assessment tasks prior to the award of a final grade. Students also have the right to request generic feedback from the teaching staff on their overall performance in the unit, including in a final examination. This can be done at any time in the six month period starting from the day on which the final grade of the relevant unit is published.

### **Course Progression**

The College closely monitors Foundation students' academic progress as per the [Progression Policy](#) for Programs delivered by Macquarie University International College.

To maintain Satisfactory Academic Progress, a student must successfully complete (pass) 50% or more of their enrolled units in a Term of study. To successfully complete a unit, students must obtain a passing grade and meet any other requirements to pass listed in the unit guide.

Students who fail to make Satisfactory Academic Progress will be classified as "at risk" and will be notified in writing. At-risk students may be required to undergo academic counselling, undertake certain initiatives or have conditions placed upon their enrolment to help them make satisfactory progress.

Students must also pass 50% or more of the units in 2 or more terms in order to meet Minimum Rate of Progress (MRP) requirements. A student is deemed not to be making Minimum Rate of Progress if they fail more than 50% of their enrolled units in two consecutive Terms of study, or if they have failed more than 50% of their units after studying two or more terms.

Any domestic student who has been identified as not meeting Minimum Rate of Progress requirements will be issued with an Intention to Exclude letter and may subsequently be excluded from the program.

Any international student who has been identified as not meeting MRP will be issued with an Intention to Report letter and may subsequently be reported to the Department of Immigration and Border Protection (DIBP) for not meeting visa requirement and be subject to exclusion from the program. International students must comply with the [MUIC Progress Policy](#) in order to meet the conditions of their visa.

## 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](http://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](http://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/](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

- Differentiate between different types of political theory and analyse the relationship

between political ideas and political action

## 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

- Analyse and express judgement about a range of political phenomena in oral and written form
- Interpret classic and contemporary political texts critically
- Differentiate between different types of political theory and analyse the relationship between political ideas and political action
- Integrate and synthesize a range of theoretical literature by giving an account of the history and relationship of key political ideas and ideologies.
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit.

### Assessment tasks

- Weekly Tasks
- Essay Plan
- Final essay

## 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

- Analyse and express judgement about a range of political phenomena in oral and written form
- Interpret classic and contemporary political texts critically

- Differentiate between different types of political theory and analyse the relationship between political ideas and political action
- Integrate and synthesize a range of theoretical literature by giving an account of the history and relationship of key political ideas and ideologies.
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit.

## **Assessment tasks**

- Weekly Tasks
- Essay Plan
- Final essay

## **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**

- Analyse and express judgement about a range of political phenomena in oral and written form
- Interpret classic and contemporary political texts critically
- Integrate and synthesize a range of theoretical literature by giving an account of the history and relationship of key political ideas and ideologies.
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit.

## **Assessment tasks**

- Weekly Tasks
- Essay Plan
- Final essay

## **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**

- Analyse and express judgement about a range of political phenomena in oral and written form
- Interpret classic and contemporary political texts critically
- Integrate and synthesize a range of theoretical literature by giving an account of the history and relationship of key political ideas and ideologies.
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit.

## **Assessment tasks**

- Weekly Tasks
- Essay Plan
- Final essay

## **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 outcome**

- Differentiate between different types of political theory and analyse the relationship between political ideas and political action

## **Course Contact Hours**

Weekly face to face contact for this unit will be 6 hours (36 hours per term).

There will be 2 lessons per week consisting of 3 hour lessons and 3 hour workshop in the MUIC PC laboratory.

Please note an additional 3-hour lesson will be scheduled during the term.

## **Unit Specific Texts and Materials**

There are no prescribed text books for this unit. All materials and resources will be provided via iLearn or in class.