POL 107

Thinking Politically

S2 External 2017

Dept of Modern History, Politics & International Relations

Contents

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General Information

Unit convenor and teaching staff
Lecturer
Stephen Chavura
steve.chavura@mq.edu.au
By email appointment

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:

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

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

> Differentiate between and critically evaluate political theories and analyse the relationship between political ideas and political action

Interpret classic and contemporary political texts critically

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

Assessment Tasks

Name	Weighting	Hurdle	Due
(Internal) Group presentation	15%	No	Ongoing
(Externals) Short Essay 15%	0%	No	5pm Friday, Week 6
Major Essay	40%	No	5pm Friday, Week 9
Final Examination	35%	No	TBA
Class Participation	10%	No	Ongoing

(Internal) Group presentation

Due: **Ongoing**
Weighting: **15%**

As a group prepare a class-interactive presentation based on the tutorial topic that will be allocated to you in the first tutorial. The presentation will last for the duration of the tutorial (including activities, media presentation, and class discussion)

You must integrate tutorial questions (see Unit Schedule) into your presentation, but your presentation must include more than simply posing the questions to the class. Furthermore, each member of the group must deliver an oral presentation of 5 minutes during the course of the presentation demonstrating an understanding of one of the readings or some aspect of the readings.

Your presentation should include various activities and media including:

- Class debates
- Role-plays
- Quizzes
- Video clips (not exceeding 10 minutes)

The group mark will be graded on:

- The group's demonstrated grasp of the essential readings
- Ability to keep the class engaged in serious discussion of the texts and ideas raised in them, either as a whole or in small groups (each group monitored by the presenters)
- Use of creative ideas and media as a springboard to class discussion of the texts and

ideas under review

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(Externals) Short Essay 15%

Due: **5pm Friday, Week 6**
Weighting: **0%**

Write **750 words** on the following question:

What is the paradox of democracy that Gordon Graham speaks of and do you think that he adequately resolves it?

- You will be graded on your ability to convey an understanding of Graham's argument.
- You do not need to research beyond Graham.

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Major Essay

Due: **5pm Friday, Week 9**
Weighting: **40%**

Choose ONE of the following questions and write a 1500 word response.

Question 1.

Compare and contrast the treatment of rhetoric in the political thought of Plato and Aristotle. Which view do you find more compelling?

Readings:

Primary

- Aristotle, *The Art of Rhetoric* (any edition)
- Plato, *Gorgias* and *Republic* (any editions)

Secondary

- Glenn Morrow, 'Plato's Concept of Persuasion', *The Philosophical Review*, Vol. 62, no. 2, April 1953, pp. 234-250.
- Rollin W. Quimby, 'The Growth of Plato's Perception of Rhetoric', *Philosophy and Rhetoric*, Vol. 7, no. 2, Spring 1974, pp. 71-79.
- Bernard Yack, 'Rhetoric and Public Reasoning: An Aristotelian Understanding of Political Deliberation, *Political Theory*, Vol. 34, no. 4, August 2006, pp.417-438.
- *H.C. Lawson-Tancred, 'Introduction' to Aristotle's *The Art of Rhetoric* (Penguin ed.)
- *Michael Oakeshott, 'Political Discourse', *Rationalism in Politics and Other Essays* (Liberty Press, 1991)

Question 2.

'Both Machiavelli in *The Prince* and More in *Utopia* are concerned with the relationship between virtue and politics yet they seem to differ considerably about the nature of this relationship.' Critically discuss this statement.

Readings:

Primary

- Machiavelli, *The Prince* (any edition)
- More, *Utopia* (any edition)

Secondary

- *Anglo, Sydney *Machiavelli: A Dissection*, ch7
- *Ball, Terrance, 'The Picaresque Prince: Reflections on Machiavelli and Moral Change', *Political Theory*, Vol.12 No.4, November 1984, pp.521-536.
- *Bradshaw, Brendan, 'More on Utopia', *The Historical Journal,* vol.24, no. 1, March 1981, pp. 1-27.

- *Engerman, Thomas, 'Hythloday's Utopia and More's England: an Interpretation of Thomas More's Utopia', *The Journal of Politics*, vol. 44, no. 1, Feb. 1982.
- Hexter, J.H., 'The Loom of Language and the Fabric of Imperatives: The case of *Il Principe* and *Utopia*', *The American Historical Review*, Vol. LXIX, no. 4, July 1964, 945-968. Reprinted in J. Dunn and I. Harris (eds.) *Machiavelli*, Vol 2, (Cheltenham: Edward Elgar Publishing, 1997).
- *Major, Rafael, 'A New Argument for Morality: Machiavelli and the Ancients', *Political Research Quarterly*, Vol.60, no.2, June 2007, pp.171-179.
- Mindle, Grant, 'Machiavelli's Realism', *The Review of Politics*, Vol. 47, No.2, April 1985, 212-230
- Nendza, James, 'Political Idealism in More's "Utopia"', *The Review of Politics*, Vol. 46, No. 3, July 1984, 428-451
- *Trevor-Roper, Hugh, 'Sir Thomas More and *Utopia*', *Renaissance Essays* (London: Secker & Warburg, 1985)
- *Wood, Neal, 'Machiavelli's Concept of *Virtù* Reconsidered', *Political Studies*, XV, 1967, Issue 2, pp.159-172.

Question 3

Some commentators have interpreted Hobbes as a defender of despotism, if not totalitarianism; others have depicted him as pointing the way to modern liberalism. Where do you think the truth lies?

Readings

Primary

- Hobbes, *Leviathan* (any edition)

Secondary

- Arendt, Hannah, *The Origins of Totalitarianism* (New York: Harcourt Jovanovich, 1973), pp. 139-147. (Relevant section on ilearn site)
- *Judd Owen, J. 'The Tolerant *Leviathan*: Hobbes and the Paradox of Liberalism', *Polity*, Vol. 37, No. 1 (Jan., 2005), pp. 130-148.
- *Ryan, Alan. 'Hobbes and Individualism', in G.J.A. Rogers and A. Ryan (eds.) *Perspectives on Thomas Hobbes* (Oxford: Clarendon Press, 1988). (On ilearn site)
- *Tarlton, Charles D., 'to avoyd the present stroke of death:' Despotical Dominion, Force, and Legitimacy in Hobbes's *Leviathan*', *Philosophy*, Vol. 74, Issue 2, March 1999, pp

221 – 245.

- Tregenza, Ian, 'Leviathan as Myth: Michael Oakeshott and Carl Schmitt on Hobbes and the Critique of Rationalism, *Contemporary Political Theory*, 2002, no.1, pp. 349-369 (On ilearn site)
- *Van Mill, David, 'Civil Liberty in Hobbes's Commonwealth', *Australian Journal of Political Science*, Mar 2002, Vol. 37 Issue 1, pp. 21-38.
- *Walter, Ryan, 'Hobbes, Liberalism, and Political Technique', *The European Legacy: Towards new Paradigms*, Vol. 16, issue 1, 2011, pp. 53-69.

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Final Examination

Due: **TBA**
Weighting: **35%**

(Internals) Two hour invigilated examination on campus. Details TBA.

(Externals) Take-home examination. Details TBA.

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Class Participation

Due: **Ongoing**
Weighting: **10%**

Your participation mark will be based on the *quality* of your contribution. The quality of your contribution is judged by the extent to which what you have to say is informed by a sound reading of the texts under discussion. Just because you say a lot does not mean that you will get a good participation mark.

External students will be marked on the quality of their posts in the online discussion.

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Delivery and Resources

All compulsory readings are available through E-Reserve.

Unit Schedule

Please see the Unit Schedule in the ILearn site

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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disr

uption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

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

- Differentiate between and critically evaluate political theories and analyse the relationship between political ideas and political action

Assessment task

- Final Examination

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

- Differentiate between and critically evaluate political theories 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 outcome

- Differentiate between and critically evaluate political theories and analyse the relationship between political ideas and political action

Assessment tasks

- (Externals) Short Essay 15%
- Major Essay
- Final Examination
- Class Participation

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.

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- Major Essay
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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

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Assessment tasks

- Major Essay
- Final Examination

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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