



POIX107

Thinking Politically

S2 OUA 2017

Dept of Modern History, Politics & International Relations

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Disclaimer

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General Information

Unit convenor and teaching staff

John Fairley

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Lorna Barrow

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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 judgements and using political concepts. How does our sense of fairness or our compassion in cases such as these relate to our political judgements? 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 judgement. 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. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

Learning Outcomes

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

Learning Outcomes and Graduate Capabilities The Learning Outcomes of this unit are:

The ability to analyze and express your judgment about a range of political phenomena in oral and written form.

Read and critically interpret some classic and contemporary political texts

Think more critically and systematically about politics, the relationship between political ideas and political action, and differentiate between types of political theory

The ability to integrate and synthesize a range of theoretical literature by giving an

account of the history and relationship of key political ideas and ideologies.

Note: The numbers listed at the end of each Learning Outcome indicate how it is aligned with the Graduate Capabilities.

General Assessment Information

Unit requirements and expectations

To successfully complete this unit, students must attempt all four assessments and achieve an overall minimum mark of 50%.

Note: The following is a summary only. For full details of Assessment tasks and related resources, please go to Section 14: Essential Course Items.

Assessment Summary

OUA weekly calendar - <http://www.open.edu.au/student-admin-and-support/key-dates/weekly-calendars>

Task	Task Name	%	Due Date	Description	Submission Method
1	Dialogue	20	Friday Week 4	Construct a three-way dialogue of 900-1100 words	Turnitin
2	Major Essay	30	Friday Week 9	Major Essay of 1500-2000 words	Turnitin
3	Exam	40	Friday Week 13	Non-invigilated Exam	Turnitin
4	Discussion Participation	10	Ongoing	Participation in Weekly Discussions	In course Forum
	Total:	100%			

Assignment submission

Some units will use a combination of submission methods. Please check the individual assignment in the Assessment Summary page to find out which method that particular assignment uses.

[Turnitin Submission Procedure](#)

[iLearn Assignment Upload Procedure](#)

Extensions and Special Circumstances

Unless otherwise stated in your iLearn unit, late submission of written work will result in a

deduction of 10% of the mark awarded for each week or part of a week beyond the due date, or date to which an extension has been granted.

Extensions

The granting of extensions of up to one week are at the discretion of the unit convener. Any requests for extensions must be made in writing before the due date for the submission of the assessment task. Extensions beyond one week is subject to the university's Disruptions Policy (Read the policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html).

Disruption to Studies

If you require an extension of longer than seven (7) days you will be required to submit a 'Disruption to Studies' Notification. Please follow the procedure below:

1. Visit <https://ask.mq.edu.au/account/forms/display/disruptions> and use your OneID to log in.
2. Select your OUA unit code from the drop down list and fill in your relevant details. *Note: A notification needs to be submitted for each unit you believe is affected by the disruption.*
3. Click "Submit form".
4. Attach supporting documents by clicking 'Add a note/attachment', click 'browse' and navigating to the files you want to attach, then click 'submit note' to send your notification and supporting documents
5. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Please ensure that supporting documentation is included with your request.

Notify your lecturer via your iLearn dialogue box if you are submitting a 'Disruption to Studies' Notification.

Your request will be considered once all the documentation has been received.

If you have issues, please contact your convenor via the dialogue tool immediately.

Extensions are granted **only** on grounds of illness or misadventure, and appropriate supporting documentation must be submitted. Work submitted after 3 weeks beyond the due date, or the date after which an extension has been given, will not be accepted. If you are having problems completing an assignment, please contact the tutor as early as possible.

OUA Special Circumstances Process

Special Circumstances refers to late withdrawal from a unit and your request to have your circumstances taken into account for a possible refund of fees and removal of a "fail" result.

Applications for Special Circumstances are to be submitted to Open Universities Australia directly.

<https://www.open.edu.au/public/student-admin-and-support/student-support-services/special-circumstances>

Assessment Tasks

Name	Weighting	Hurdle	Due
Dialogue	20%	No	Week Four
Major Essay	30%	No	Week Nine
Exam	40%	No	Week Thirteen, by 5 pm
Assessable Discussion: Weeks 1	10%	No	By Friday Weeks 2-13

Dialogue

Due: **Week Four**

Weighting: **20%**

Imaginary dialogue

Instructions: Construct a three way dialogue (modelled on Plato's writings) between Plato, Gordon Graham, and a modern voter. The dialogue should focus on the key issues that are raised in Graham's essay 'Reason and Politics' (from *The Case Against the Democratic State*) in week 3 of the unit. The dialogues of Plato and Graham should reflect their central ideas and you are to imagine how they might respond to each other. The 'modern voter' can play a role akin to one of the minor characters in Plato's dialogues (such as Glaucon or Adeimantus in the *Republic*) who could be convinced either way.

The mark you receive will be based on the following criteria:

- demonstrated understanding of the central ideas;
- critical analysis;
- creativity;
- style and presentation.

Length: 900-1100 words.

This is a creative exercise, based on a **close reading** of course material. It is not a research exercise. However, if you do use secondary sources, they must be listed in your Bibliography.

Your dialogue should not contain any in-text referencing since you are providing the words required by your speakers. However a **Bibliography** is required. If you are unsure of what this entails, please check the guide provided or ask your tutor.

Referencing Guidelines are provided in the course under Assessment and Guides section where you will find further information about this assessment task and its requirements.

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- Think more critically and systematically about politics, the relationship between political ideas and political action, and differentiate between types of political theory
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Major Essay

Due: **Week Nine**

Weighting: **30%**

Major Essay (30%) 1500-2000 words (no leniency applies – you must write *within* this word limit).

Choose ONE from a list of questions to be provided in Week 4.

Note:

1. Full referencing is **required**.
2. All quoted material must be **clearly indicated** either by being placed within quotation marks/ inverted commas OR by indenting the material (if longer than 30 words). It is not enough to simply provide a reference. When quoting, use the exact words of the author; do not put a quotation into italic font unless that is the way it appears in the source.
3. No more than 10% of your essay can consist of quotations.
4. You **must** provide a full Bibliography.

Referencing Guidelines are provided in the course under Assessment and Guides section where you will find further information about this assessment task and its requirements.

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Exam

Due: **Week Thirteen, by 5 pm**

Weighting: **40%**

Exam questions will be released 9am Monday of Week 13. You will have until **5pm** on Friday of Week 13 to submit your answers.

All answers must be fully referenced. All quoted material must be clearly indicated.

A full bibliography must be supplied **for each essay**.

This exam is non-invigilated.

Referencing Guidelines are provided in the course under Assessments and Guides section where you will find further information about this assessment task and its requirements.

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Assessable Discussion: Weeks 1

Due: **By Friday Weeks 2-13**

Weighting: **10%**

Each week you will be prompted to contribute to a Discussion in response to a number of questions. This assessment task is designed to test your understanding of the readings and encourage you to think about their implications in terms of the course.

At the end of the unit, your score for your contribution will be added up to 10% of your total assessment for this unit. Assessment will be made according to two components: participation

(5%) and quality of contribution (5%).

This assessment is compulsory. You must contribute to at least **ONE** week's discussions to pass the course. You cannot pass the course unless you do this, even if you have achieved high marks in other components.

You must contribute to **EIGHT** out of the twelve weeks' compulsory discussions to pass this Assessment.

The set questions are listed in each week. Response is through the Weekly Discussion facility.

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Delivery and Resources

Teaching staff

There are three ways to keep in contact with staff and other students in this unit:

1. The [Dialogue Module](#) allows you to communicate with tutor.
2. In the **Announcements /News**, the teaching staff will make unit-wide announcements. These will mostly concern administrative matters (Please note: Students cannot post in this forum). All participants are subscribed to this forum and will automatically receive email notification of these important announcements.
3. Check the [General Discussion Forum](#) on a regular basis for weekly communications by your tutor. This forum also allows you to post any questions you might have in relation to this unit.

Unit Convenor	
Name:	Dr Ian Tregenza
Phone:	

Email:	ian.trogenza@mq.edu.au
Office:	
Consultation hours:	

Tutors			
Name:	John Fairley	Name:	
Phone:		Phone:	
Email:	john.fairley@mq.edu.au	Email:	
Office:		Office:	

Policies and Procedures

Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Extension Request

Special Consideration Policy and Procedure
<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying

for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures

Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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/disruption_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 outcomes

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Assessment tasks

- Dialogue
- Major Essay
- Exam
- Assessable Discussion: Weeks 1

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 outcomes

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- The ability to integrate and synthesize a range of theoretical literature by giving an account of the history and relationship of key political ideas and ideologies.
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Assessment tasks

- Exam
- Assessable Discussion: Weeks 1

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

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- The ability to integrate and synthesize a range of theoretical literature by giving an account of the history and relationship of key political ideas and ideologies.
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Assessment tasks

- Major Essay
- Exam
- Assessable Discussion: Weeks 1

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:

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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:

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in oral and written form.

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Assessment tasks

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- Exam
- Assessable Discussion: Weeks 1

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.

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Assessment tasks

- Dialogue
- Major Essay

- Exam
- Assessable Discussion: Weeks 1

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:

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- Major Essay
- Exam
- Assessable Discussion: Weeks 1

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:

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Assessment tasks

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- Major Essay
- Exam
- Assessable Discussion: Weeks 1

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

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Assessment tasks

- Exam
- Assessable Discussion: Weeks 1

Changes since First Published

Date	Description
24/07/2017	reference to Open Learning Centre (now defunct) removed