Module Description

What is the role of theory in political society? What are the origins of the state? What is the most desirable form of government? How can we best resolve our differences? These questions have preoccupied political thinkers since antiquity. Beyond addressing these questions, the purpose of this module is to provide students with an introduction to some key theoretical concepts and perspectives that have emerged in western and non-western concepts.

The module is split into two halves. In the first half, we will examine leading thinkers whose works are canonical in western philosophy. Omissions are inevitable: Aristotle, Niccolo Machiavelli, Jean-Jacques Rousseau, Friedrich Nietzsche, and Michel Foucault come to mind. Nevertheless, students will understand the nature of the most prominent debates that have stimulated European (and American) political thinkers through the ages. In the second half, we will examine perspectives that emerge from the ‘non-West.’ It is important to note that this is not a geographical place but rather a position or perspective that is engaged with the dilemmas and problems that emerge from the histories and experiences of peoples and places in Asia, Africa, the Middle East and Latin America. Many of the thinkers we will read are located in the west or have close links to western states. Nevertheless, their thinking is concerned with the experiences of non-western peoples and places. This survey is not comprehensive but introduces you to non-western perspectives on issues such as the role of violence in political
resistance, the question of equality and justice, and the problem of creating social order.

Please review the enclosed material for more information on learning outcomes, teaching pattern and timetable, assessment, coursework submission, and readings.

**Learning Outcomes**

On successful completion of this module, students will be expected to be able to:

*Knowledge and Understanding*

- Demonstrate an understanding of foundational concepts in the study of politics
- Demonstrate knowledge of how particular philosophies or theories inform particular concepts and understandings in politics
- Show awareness of how western and non-western philosophers and thinkers have been in dialogue, both directly and indirectly, through shared or differing concepts about political life

*Skills*

- Distinguish empirical and normative statements from each other
- Define abstract concepts and apply them with consistency and rigor when making sense of complex issues that involve war and peace
- Formulate clear arguments in written and oral format
- Justify your own positions with evidence-based arguments on topics relating to conflict and peace
- Demonstrate the importance of IT and time management skills

*Values and Attitudes*

- Demonstrate tolerance towards the opinions of your colleagues
- Develop empathy for those whose opinions you do not share
• Produce written materials that indicate in a precise and honest the nature of your work with proper attribution to the work of others

• Show consideration for the rules and regulations of the University

Teaching Pattern and Tutorials

Pedagogically, this is a one-term module with two contact hours per week. One hour is devoted to a lecture that introduces key arguments and concepts that emerge from the readings. These lectures are not substitutes for doing the readings themselves. Under no circumstance can students rely on lectures to be anything more than introductory guide to the subject material. Dr. Lanoszka will lecture for weeks one through five. Dr. Rasaratnam will lecture for weeks seven through eleven.

The other contact hour is the tutorial. The purpose of the tutorial is to examine in greater detail the concepts and arguments put forward in the lectures. The tutorial is an opportunity for students to familiarize themselves with the texts, which might be at times quite difficult to access. In general, good participation in the tutorial entails several things:

• Carefully reading and understanding the assigned texts before coming to the tutorial: Much of our discussion will be based on the assigned readings. Because citing specific passages and claims will be necessary to support an argument, it is necessary for you to be familiar with the material. We strongly recommend that you prepare a one page “cheat sheet” for each reading that summarizes its main points.

• Coming prepared to raise questions you have about the material and to express your opinions about the author’s arguments: Critical thinking goes beyond simple comprehension. It involves placing the arguments in their contexts and evaluating their strengths and weaknesses. To simply like or to dislike a piece is insufficient. As important are your gut reactions, you must back your arguments with evidence and logic. Any lack of understanding regarding a certain topic in the lectures and readings should be raised during the first part of tutorial. Chances are that if you have difficulty grasping a concept, then someone else is facing that same difficulty as well. After all, much of this module centers on sophisticated scholarship produced in strategic studies, political science, and history.
• **Listening attentively to your classmates and responding respectfully to their comments:** The structure of tutorials is straightforward: we moderate and facilitate an informed discussion among students. For tutorials to be effective, please listen to the points that other students are making rather than simply waiting to make your next comment. Vigorous disagreement is a major part of the academic world, but it is important to maintain a respectful, civil, and collegial tone. Personal attacks have no place here.

• **Other points of courtesy:** Please avoid side conversations, arrive on time, and do not leave early unless you have spoken with me before the beginning of the tutorial. Use of cell phones is strictly prohibited.

Most importantly, have fun! Tutorials are a place for engaging intellectually with your peers. Do not be afraid to play the devil’s advocate and to adopt positions that you otherwise would find disagreeable. Do not be shy about asking questions. Moreover, engaging in a critical but collegial dialogue with your classmates will force you to be articulate and clear in your arguments. Sometimes you might even concede that your argument is wrong. To paraphrase John Stuart Mill (whom you will be reading!), even if you stand by your argument at the end of the debate, defending it forces you to reassess your own premises in a way that could reinforce your convictions. Either way, you come out of the dialogue stronger than before.

**Assessment**

*Coursework (100% of module mark)*

You will be assessed through two written pieces of coursework. The first assessment will be a critical review of a primary text from the reading list and will be 1,000 words and worth 40% of your total mark. The second assessment will be a conventional essay of 1,500 words and worth 60% of your total mark.

**Critical Review (40%) – 1,000 words – Deadline: Friday, 25 November 2011, 16:00.**

For the critical review, students should choose either a text or a piece of music (video) from the optional reading list (on the last page of this module outline) and write a critical review. The critical review should engage with the text/music and discuss the political and/or philosophical themes and questions that it raises. It should explain the purpose of the work, the types of audiences it seeks to reach,
and what key claims it makes. The review should then evaluate the extent to which the piece successfully and persuasively achieves these aims.

The word limit for this essay is 1,000 words.

**Essay (60%) – 1,500 words – Deadline: Monday, 9 January 2017, 16:00.**

For the essay, students will be given the choice of EITHER:

- A topic from a list of essay titles that will be posted in Moodle.
- Formulating their own essay title

If any student decides to formulate his or her own essay question, then one of Dr. Rasaratnam or Dr. Lanoszka would need to authorise it. The deadline to complete this process is 7 December 2016.

The word limit for this essay is 1,500 words.

**Please note that we have other rules governing the formatting of these essays:**

Students may go over or under the word limit by 10%. The word limit runs from the Introduction to the Conclusion of the assignment and will include quotes and footnotes that appear in the body of the assignment. It does not include the following: title page, abstract, diagrams, graphs, images, bibliography, and appendices. We will only mark an assignment up to the word limit. The part of the assignment that exceeds this limit will not be marked. We will provide feedback and explain that the penalty has been applied.

- Times 12 or its close equivalent (usually the default setting)
- 1” margins all around
- Double-spacing
- Page numbers—if your first page is the cover page, then set this page number to 0. (In Word, select “Page Numbers” from the “Insert” menu and click on “Format.”)
- Consistent usage of one standard citation style (Chicago, APA, MLA, etc.)
- A standard cover page that includes the word count. The cover page should indicate the topic clearly.
**Submission of Coursework**

Students should refer to the Programme Handbook for information about coursework. To summarise:

(a) **Deadlines are final:** Your work should be ready for submission on the deadline. Please do not leave submission until the last minute. Coursework submitted after the deadline will not be marked. If you are unable to submit your coursework on time due to Extenuating Circumstances, then you must submit an Extenuating Circumstances claim to the School Office by the appropriate deadline in accordance with the School Policy. If the Extenuating Circumstances panel accepts your claim, then you will receive an extension and your work will be marked as normal. If it rejects your claim, then you will receive a mark of 0% for your coursework and you will be required to resit at a later date. Resits are capped at the minimum pass mark for the module (40%). Note that travel delays and IT problems are **invalid** Extenuating Circumstances.

(b) **Submission:** Students must submit an electronic copy of the assignment on the module on Moodle by the deadline—this will be your coursework receipt. Do not submit elsewhere. Nor do you submit directly to the teaching staff. *It is your responsibility to ensure that your coursework is submitted on time and in the correct manner. If you experience any difficulties submitting on Moodle, then please contact your Programme Administrator immediately.*

(c) **Plagiarism:** By submitting coursework for assessment electronically, you are agreeing to the following declaration: “The work I have submitted is exclusively my own work except where explicitly indicated with quotations and citation. I have read and understood the statement on plagiarism contained in the School Handbook and understand that plagiarism is a serious academic offense and could result in my exclusion from the University.” *All assignments will be submitted electronically via Turnitin software.*

(d) **Assistance:** In case you need help with referencing or essay written, please refer yourself to your Programme Handbook. The Student Centre also provides a series of workshops to help students develop study skills. You can email them at the following address: academiclearningsupport@city.ac.uk. Further details of the support available can be found on their website: [http://www.city.ac.uk/studentcentre](http://www.city.ac.uk/studentcentre).
Office Hours

Dr. Lanoszka has drop-in office hours at Wednesday afternoons from 2 to 4. No appointment is necessary but he would suggest bringing something to read in case you have to wait. Please let him know if his times does not work with your schedule so that an alternative appointment can be arranged.

Dr. Rasaratnam has drop-in office hours on Friday mornings from 9 to 11. No appointment is necessary. If you are unable to make it to these hours, then please get in touch by email to arrange an alternative time.

Email Confirmation

Once you have read through this syllabus, please send Dr. Lanoszka or Dr. Rasaratnam an email with subject line “IP1032: Syllabus Read”. In this email, state your name, your reasons for enrolling in this module, previous modules that may be relevant, and statement of origin. The email should be no longer than four sentences. Please note that all emails sent to us should include “IP1032” at the beginning of the subject line. Responses could take up to 1-2 business days (no weekends). If you have not received a response after 2 business days, then please resend your email.
**SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Session Topic</th>
<th>Readings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>28/09/16</td>
<td>Theory and Philosophy—Why Are They Dangerous?</td>
<td>Plato</td>
</tr>
<tr>
<td>2</td>
<td>5/10/16</td>
<td>The State of Nature</td>
<td>Thomas Hobbes</td>
</tr>
<tr>
<td>3</td>
<td>12/10/16</td>
<td>Conservatism and Liberalism</td>
<td>Edmund Burke and John Stuart Mill</td>
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<tr>
<td>4</td>
<td>19/10/16</td>
<td>Marx and Marxism</td>
<td>Karl Marx</td>
</tr>
<tr>
<td>5</td>
<td>26/10/16</td>
<td>Contemporary Liberalism</td>
<td>John Rawls</td>
</tr>
</tbody>
</table>

**Reading Week**

|   | 9/11/16 | The West and Non-West in Political Thought             |
| 7 | 16/11/16 | Resisting Empire                                       |
| 8 | 23/11/16 | Marxism Outside the West                               |
| 9 | 30/11/16 | The Self and Society                                   |
| 10| 7/12/16  | Equality and Justice                                   |

**Critical Review Due on 25 November 2016 at 16:00**

**Essay Due on 9 January 2017 at 16:00**
Reading List and Module Schedule

Recommended readings marked with * are strongly recommended.

Week 1: Theory and Philosophy — Why Are They Dangerous?

What is theory? What is philosophy? And why have political authorities tried to suppress theorizing and philosophizing? How have political thinkers and philosophers responded?

Required Readings:


On Moodle: Plato, Apology (pp. 319-356) and Crito (pp. 357-376) from Dialogues of Plato, ed. Benjamin Jowett (Cambridge, UK: Cambridge University Press, 2010).

Recommended Readings and Media:

Week 2: The State of Nature

What is the state of nature? What role does it play in particular theories of the state? How have different theorists and philosophers deduced the state from the state of nature? Does the state of nature make sense to you as a metaphor?

Required Readings:


Recommended Readings and Media:


Political Theory: *Thomas Hobbes*. See https://www.youtube.com/watch?v=9i4jb5XBX5s. (6:46)


Political Theory: *John Locke*. See https://www.youtube.com/watch?v=bZiWJgJT7I. (9:13)
Week 3: Conservatism and Liberalism

What are conservatism and liberalism? How have they originated historically? What was the role of the French Revolution in the formation of conservative and liberal ideologies? According to these competing visions, what purpose does the state do and what are the limits to its authority? How does political change take place?

Edmund Burke, *Reflections on the Revolution in France*, 83-90 (start at “You will smile …”); stop at “These metaphysical rights …”); 112-116 (start at “It is now fifteen …”; stop after “… their operation was beneficial”); 129-131 (start at “You see, Sir, …”; stop at “These doctrines …”). (16 pp.) Also available online at: https://ebooks.adelaide.edu.au/b/burke/edmund/reflections-on-the-revolution-in-france/.


**Recommended Readings:**


*Declaration of the Rights of Man and of the Citizen.* See http://avalon.law.yale.edu/18th_century/rightsof.asp.


Week 4: Marx and Marxism

What is Marxism and how does it differ from Marxism? What are its philosophical and social origins? To what extent has Marxism been correct in understanding and predicting human behavior?

Required Readings:


Recommended Readings:


*Political Theory: Karl Marx*. See [https://www.youtube.com/watch?v=fSQgCy_iLcc](https://www.youtube.com/watch?v=fSQgCy_iLcc).
Week 5: Contemporary Liberalism

Required:

John Rawls, *A Theory of Justice* (Cambridge, MA: Harvard University Press, 1999 [1971]) §3-4 (pp. 10-19); §24-25 (pp. 118-130).


Recommended Media:


Week 6: Reading Week

Week 7: The Non-West and the State of Nature

Required Reading:


Further Reading:


**Week 8: Resisting Empire**

*Required Reading:*

Frantz Fanon, *The Wretched of the Earth* (New York: Penguin, 1967 [1961]).


*Further Reading:*


Week 9: Marxism Outside the West

Required Reading:


Further Reading:


**Week 10: Self and Society—Asian Values?**

*Required Readings:*


*Recommended Readings:*


Week Eleven: Equality and Justice

**Required Readings:**


**Recommended Readings:**


Optional Reading List

Xenophon, *Hiero*. Available online at http://www.gutenberg.org/files/1175/1175-h/1175-h.htm (28 pp., 15,000 words).


The Sex Pistols, *Never Mind the Bollocks*, 1977. If you cannot gain access to the entire album, then listen to (or watch) “Holidays in the Sun”, “God Save the Queen”, “Anarchy in the UK”, and “Pretty Vacant” on Youtube.com.

Bruce Springsteer, *Nebraska*, 1982. If you cannot gain access to the entire album, then listen to (or watch) “Nebraska”, “Atlantic City”, “Johnny 99”, and “Highway Patrolman.”