



**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL
RELATIONS**

**POLITICAL SCIENCE AND INTERNATIONAL RELATIONS PROGRAMME
2008 TRIMESTERS 1 AND 2**

POLS 401: Some Aspects of Modern Social and Political Thought:

Power, Freedom and Justice

CRN 1345

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Lecture Times: Monday 10:00-11:50 am

Venue: Murphy 103

Course Wiki: <http://politicalconcepts.wikispaces.com> This course outline, with additional details and fully hyperlinked, is posted there.

Office Hours: Wednesdays 2-4pm. You are also welcome to telephone or email me.

Additional Information

Information about any changes to the timetable or programme will be announced in lectures, e-mailed to the class, and posted on the course wiki.

Course content

This course explores contemporary attempts to deal with the interrelated questions of power, freedom, and justice in modern society. Topics include the nature of power in general and the forms power takes in modern states; the nature of freedom and its forms, as well as their relation to the forms of power; and the possibility of a just social order under modern conditions. We will approach these themes through careful readings of theoretical and philosophical works by Weber, Berlin, Arendt, Foucault, Habermas, Rawls, and others.

The course is divided into three main sections, roughly concerned with the topics of Power, Freedom, and Justice.

Schedule of Seminar Meetings

Some of the readings in this schedule are somewhat tentative - we may move a bit faster or slower, depending on interest and seminar discussions, though deadlines for written work will remain unaffected.

Week 1: Introduction

Monday 3 March

* Organizational meeting and introduction to the themes of the course. No reading.

Week 2: Power: The Standard Account

Monday 10 March

* Weber, *Economy and Society*, part I, chapter I, pp. 3-62 (on e-reserve); “The Profession and Vocation of Politics,” in *Political Writings*, pp. 309-369 (on e-reserve).

* **Group A response to Weber reading due in wiki before seminar meeting**

* **Group B entry in the bibliography to Weber due in wiki before seminar meeting**

Week 3: Alternative Accounts: the "Third Face" of Power

Monday 17 March

* Lukes, *Power*, chapter 1; the original 1974 book (the reading for this meeting) is available online here: <http://www.palgrave.com/PDFs/0333420926.Pdf>.

* **Group A entry in the bibliography to Lukes due in wiki before seminar meeting**

* **Group B response to Lukes reading due in wiki before seminar meeting**

Week 4: Alternative Accounts: Power as Collective Action

Monday 24 March

* Arendt, *The Human Condition*, chapter 1, sections 1-3 (pp. 1-21); chapter 5, sections 24-34 (pp. 175-247); *On Violence*, chapter 2 (on e-reserve). It is also recommended that you read as much as possible of Arendt's *The Human Condition*.

* **Group A response to Arendt reading due in wiki before seminar meeting**

* **Group B entry in the bibliography to Arendt due in wiki before seminar meeting**

Week 5

Monday 31 March

* No class. Lecturer will be away at a conference.

Week 6: Alternative Accounts: Power and Knowledge

Monday 7 April

* Foucault, *Discipline and Punish*, parts 1 and 3.

* **Group A entry in the bibliography to Foucault due in wiki before seminar meeting**

* **Group B response to Foucault reading due in wiki before seminar meeting**

Monday 14 April

* **MID-TRIMESTER BREAK BEGINS**

Week 7: Alternative accounts: Power, Knowledge, and Biopower

Monday 28 April

* Foucault, “The Subject and Power,” in *Power*, pp. 326-348 (available on e-reserve); “Omnes et Singulatim,” (this lecture is freely available online <http://foucault.info/documents/foucault.omnesEtSingulatim.en.html>); see also Lukes' criticism of Foucault in his book *Power*, chapters 2 and 3.

- * **Research proposal due; research proposal presentations begin.**
- * **Group A response to Foucault reading due in wiki before seminar meeting**
- * **Group B entry in the bibliography to Foucault due in wiki before seminar meeting**

Week 8: Two Conceptions of Freedom

Monday 5 May

* Berlin, "Two Concepts of Liberty," in *Four Essays on Liberty*, entire (available on e-reserve); recommended also Constant, "The Liberty of the Ancients and the Liberty of the Moderns," available online here:

<http://www.uark.edu/depts/comminfo/cambridge/ancients.html>.

- * **Research proposal presentations continue.**
- * **Group A entry in the bibliography to Berlin due in wiki before seminar meeting**
- * **Group B response to Berlin reading due in wiki before seminar meeting**

Week 9: A Defence of Positive Freedom

Monday 12 May

* Arendt, *On Revolution*, chapter 6, pp. 215-281, available on e-reserve.

- * **Research proposal presentations continue.**
- * **Group A response to Arendt reading due in wiki before seminar meeting**
- * **Group B entry in the bibliography to Arendt due in wiki before seminar meeting**

Week 10: A Third Conception of Freedom? Republican Freedom

Monday 19 May

* Pettit, *Republicanism*, chapters 1-3 (pp. 17-109).

- * **Group A response to Pettit reading due in wiki before seminar meeting**
- * **Group B entry in the bibliography to Pettit reading due in wiki before seminar meeting**

Week 11: Tying together Power, Freedom, and Justice

Monday 26 May

* Habermas, *Between Facts and Norms*, chapter 1; other Habermas reading TBA.

- * **Group A entry in the bibliography to Habermas due**
- * **Group B response to Habermas reading due in wiki before seminar meeting**

Monday 2 June

- * **Background section of research essay due**
- * **Study/examination period for trimester 1 begins**

Thursday 26 June

- * **MID-YEAR BREAK BEGINS**

Week 12: Justice

Monday 7 July

* Rawls, *A Theory of Justice*, Part 1, chapters 1-3. (pp. 3-168 in the 1999 edition). More specific reading TBA.

* **Group A response to Rawls reading due in wiki before seminar meeting**

* **Group B entry in the bibliography to Rawls due in wiki before seminar meeting**

Week 13

Monday 14 July

* Rawls, *A Theory of Justice*, TBA.

* **Group A entry in the bibliography to Rawls due in wiki before seminar meeting**

* **Group B response to Rawls reading due in wiki before seminar meeting**

Week 14

Monday 21 July

* Rawls, *A Theory of Justice*, TBA.

* **Group A response to Rawls reading due in wiki before seminar meeting**

* **Group B entry in the bibliography to Rawls due in wiki before seminar meeting**

Week 15

Monday 28 July

* Walzer, *Spheres of Justice*, chapters 1-4 (pp. 3-128).

* **Group A entry in the bibliography to Walzer due in wiki before seminar meeting**

* **Group B response to Walzer reading due in wiki before seminar meeting**

Week 16

Monday 4 August

* Walzer, *Spheres of Justice*, chapters 5, 6, 8, 12.

* **Group A response to Walzer reading due in wiki before seminar meeting**

* **Group B entry in the bibliography to Walzer due in wiki before seminar meeting**

Week 17

Monday 11 August

* Nozick, *Anarchy, State, and Utopia*, chapters 1-5.

* **Group A entry in the bibliography to Nozick due in wiki before seminar meeting**

* **Group B response to Nozick reading due in wiki before seminar meeting**

Monday 18 August

* **Third draft of research essay due, comprising a first draft of the main argument, and a revised background section and introduction.**

* **MID-TRIMESTER BREAK BEGINS**

Week 18

Monday 1 September

* Nozick, *Anarchy, State, and Utopia*, chapters 7-8.

- * **Group A response to Nozick reading due in wiki before seminar meeting**
- * **Group B entry in the bibliography to Nozick due in wiki before seminar meeting**

The weeks from Monday 8 September to Monday 6 October can be used for optional reviews, additional meetings, and individual consultations with the lecturer; you should be writing the bulk of your research essay during this period. You also have the option of adding an extra entry to the bibliography (on an author of your choice) during these weeks.

Monday 6 October

- * **Final draft of research essay due by 5pm.**

*** Final exam to be scheduled during the examination period 13 October - 9 November 2008**

Course objectives

Students passing the paper should be able to:

- Articulate and critically evaluate various theories of power, freedom, and justice in contemporary political thought
- Trace the connections between these theories
- Recognize the basic controversies within the contemporary literature on these topics
- Apply some of these theories to the understanding of concrete cases and situations in contemporary politics

Expected workload

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 18 hours per week to reading, writing, and researching material for this course. This includes 2 hours of lectures per week.

Readings

Essential Texts

All the textbooks for this course will be available on closed (2-hour) reserve in the library; in some cases sections of these textbooks will be available as scanned copies through e-reserves. You are encouraged to buy those of the books you can afford and think may be useful in the future for you.

- Weber, Max. 1994. "The Profession and Vocation of Politics." In *Political Writings*. Cambridge: Cambridge University Press. Available on e-reserve.
- Weber, Max. 1978. *Economy and Society*. Translated by G. Roth and K. Wittich. 2 vols. Berkeley: University of California Press. Sections available on e-reserve.
- Lukes, Steven. 2005. *Power: A Radical View*: Palgrave Macmillan. Much of the original 1974 book is available online here: <http://www.palgrave.com/PDFs/0333420926.Pdf>.
- Foucault, Michel. 2000 [1982]. "The Subject and Power." In *Power*, edited by J. D. Faubion. New York: The New Press. Available on e-reserve.

- Foucault, Michel. 2000 [1979]. “‘Omnes et Singulatim’”: Toward a Critique of Political Reason.” In *Power*, edited by J. D. Faubion. New York: The New Press. Available online here <http://foucault.info/documents/foucault.omnesEtSingulatim.en.html>.
- Foucault, Michel. 1995 [1975]. *Discipline and Punish*. Translated by A. Sheridan. 2nd ed. New York: Vintage Books.
- Arendt, Hannah. 1998. *The Human Condition*. 2nd ed. Chicago: University of Chicago Press.
- Arendt, Hannah. 1970. *On Violence*. New York: Harcourt, Brace, and World. Sections available on e-reserve.
- Arendt, Hannah. 2006. *On Revolution*. New York: Penguin Books. Sections available on e-reserve.
- Habermas, Jurgen. 1996. *Between Facts and Norms: Contributions to a Discourse Theory of Law and Democracy*. Cambridge: Polity Press.
- Berlin, Isaiah. 1969 [1958]. “Two Concepts of Liberty.” In *Four Essays on Liberty*. London: Oxford U.P. Available on e-reserve.
- Pettit, Philip. 1997. *Republicanism: A Theory of Freedom and Government*. Oxford: Clarendon Press. Sections available on e-reserve.
- Rawls, John. 1971. *A Theory of Justice*. Cambridge, Mass.: Harvard University Press.
- Walzer, Michael. 1983. *Spheres of Justice: a Defense of Pluralism and Equality*. New York: Basic Books.
- Nozick, Robert. 1974. *Anarchy, State, and Utopia*. New York: Basic Books.

Recommended texts

A list of recommended readings is available on the bibliography page and on the various theme pages of the course wiki. **You will be contributing to filling out this bibliography as part of your assessment.** However, there are a few books that may be especially helpful in helping you think through the themes and authors of the course.

- Swift, Adam. 2006. *Political Philosophy: a Beginners’ Guide for Students and Politicians*. Second revised and expanded ed. Cambridge: Polity Press.
- Freeman, Samuel Richard. 2007. *Rawls*. London: Routledge.

Assessment requirements

Assessment for this course has three major components:

1. One research essay, due in several stages, with a final draft due at the end of trimester 2 (40%).
2. Online assessment: weekly critical responses to the readings and additions to the online annotated bibliography (30%).
3. An external final exam (30%).

This is an honours seminar. Though there is no explicit grade for participation, your grade may also be ultimately adjusted upwards for valuable and constructive participation in seminar discussions.

Research Essay

The research essay is an in-depth exploration of some topic related to the course, of about 7000-10000 words (20-30 pages). We take research seriously: the essay should not be simply a summary of an existing literature, but a reasonable attempt at answering an interesting question that others have not answered before. An excellent essay should be of sufficient

quality to be presented at a professional conference or published in a peer-reviewed journal.

A research essay is a complex project that requires consistent work over an extended period of time. It is not possible to write a good research essay at the last minute. Therefore, you will submit the essay in several stages, as follows:

1. A research proposal (1-2 pages), describing the question to be explored and the basic thesis to be argued. This will form the nucleus of the introduction to the paper, and will be presented to the class. Presentations will be scheduled on the first meeting of the trimester (click the link for more info). The proposal is due on **Monday April 28**.
2. Along with a revised research proposal, turned into an introduction, a background section (5-7 pages) describing previous attempts to answer this and/or similar questions, the background of the problem to be explored, and presenting a justification for exploring the particular question proposed. This section may also include a description of your methods of investigation. This second draft (background plus revised research proposal turned into the introduction to the essay) will be due on **Monday 2 June**.
3. A third draft, comprising a revised introduction and background section, and containing a first draft of the main argument, though not necessarily including a conclusion. This should contain a defence of your basic claims and the bulk of your research results, and will be due on **Monday 18 August**.
4. A final draft of the revised essay will be due on **Monday 6 October**.

See the online version of this course outline (in the course wiki) for a fuller description of the requirements for each stage.

The instructor will provide written extensive feedback at every stage of this process.

There will also be opportunities for peer review and constructive feedback through the presentations. You are also encouraged to read each other's drafts at any stage, and provide constructive feedback, though of course all work should in the final instance be yours alone.

Though only the final draft will receive a grade, failure to turn in any of the intermediate stages on time (or to present the proposal to the class) will result in the deduction of at least 5% of the final grade (or more according to the rules for lateness described in the section on penalties below). That is, if you fail to submit the research proposal on the due date, you may lose 5% of the 40% that the research essay is worth (2 points of your total grade) the first day, plus 2% of the 40% that the research essay is worth for every additional day up to 8 days; so that you may lose up to 19% of the 40% of the research essay for every missed section of the essay (or about 8 points of your total grade).

Every stage of the research essay should be submitted **via e-mail only** by 5pm on the due date. I will acknowledge receipt of your work within a reasonable time frame (usually less than a few hours); if you have not heard from me within a day or so, please assume I have not received your work.

Online Assessment

Online assessment for this course has 2 related components: the responses to the readings, and the online annotated bibliography. You must produce 15 of these (8 responses and 7 additions to the annotated bibliography) to get the full 30% this assessment component is worth, i.e., 2 points for each response or addition to the annotated bibliography.

In general, a response on a reading or addition to the annotated bibliography will get the full 2 points so long as it is obviously on topic, free of any glaring mistakes of content, and readable (i.e., free of obvious grammatical or spelling errors). Entries or responses that are severely deficient may get either 1 or 0 points at the discretion of the lecturer. However, since there are 17 opportunities to submit entries or responses (see detailed schedule), you may miss up to two of these without penalty.

Both the responses to the readings and the online annotated bibliography are to be submitted in the course wiki before the lecture on the date they are due; you **MUST** sign up to the wiki in order to complete them. If you have trouble using the wiki, please come to the instructor's office hours or schedule an appointment; I will be very happy to help you familiarize yourself with it.

The responses and the entries in the annotated bibliography are both very similar. Both require you to respond to a reading, only in the case of a response you will be responding to the main reading on the topic for the week (e.g., one week you may write a response on the reading from Rawls' *A Theory of Justice*), while in the case of an entry for the annotated bibliography you will be responding to a secondary reading on the topic for the week (e.g., you may write a response on an article on Rawls' book). Both sorts of responses are meant to prepare you for each week's seminar discussions as well as for writing your research essay.

Students will be divided into two groups according to their last names, and will alternate responses to readings with entries to the bibliography. That is, on a given week group A will write responses to the reading, while group B will write entries for the bibliography, while the next week these tasks will be reversed (see schedule for details).

Details about writing and posting responses and entries to the bibliography follow below.

Responses

An essential part of a seminar is discussion, which cannot happen without preparation. On specified weeks (see schedule for details), each student will prepare a short critical response to the reading for each week and post it in the appropriate discussion page. (E.g., a response on Arendt should be posted in the discussion page attached to the Arendt page). You are encouraged to read the responses of others to the same reading, and indeed to respond to them as you prepare your own responses; members of group A may sometimes find themselves replying to members of group B or vice-versa.

These responses should be short - 3-5 paragraphs at best, focused on a particular aspect of the reading - and they should raise **questions** or **puzzles** about the reading. They should **not** be mere summaries of the reading. Focus on a particular aspect of the reading that may seem puzzling, controversial, or obscure to you, attempt to explain what you make of it, and raise a question or make a critique of that particular point, perhaps by bringing in a concrete case where the author's views seem to fail or are illuminating in some special way. Your questions will in part guide our seminar discussions.

Entries for the Annotated Bibliography

These entries are intended to keep you focused on your research as well as to gather together in one place the results of the class' research. Wikis are especially good at aggregating decentralized information; every time you post one of these, both you and your classmates

will benefit from the knowledge embodied in it.

Every week that one of these entries is due, you should look up an article or read a section of a book about the main author for discussion in that week. So, for example, if we are reading Rawls' *A Theory of Justice* in that week, you should look up an article or a book about Rawls' book or Rawls' general theory. You should then read the article or book section, and post the following information in the bibliography section of the Rawls page (or the page of whatever author we are currently reading):

- Full bibliographic information, including a link (to the library catalog if you are entering a book).
- A short summary (not the abstract; you may post the abstract if there is one, but you should also write a summary yourself).
- An indication of other books/articles/themes to which the book/article is connected. What controversy does it address? What other articles/books in the bibliography is it related to? What is the book/article's key contribution? How does it fit into prior literature on the subject, as far as you can tell?
- Optional, but highly recommended: a short (2-3 paragraphs at best) critical response to the book/article. Does it make a significant contribution to understanding the author or the theories of the course?

The instructor will also contribute to this bibliography. If you cannot find an interesting source to read and comment on a given week, you may read and comment on one of the sources posted by the instructor.

Final exam

The final exam is cumulative, integrative, and closed book, and will last 3 hours. This is an externally assessed exam to be scheduled during the examination period 13 October - 9 November 2008. The students will answer 4 out of 8 essay questions. Questions will be based on material posted on the wiki, including study questions posted by students.

Statement on penalties

Students will be penalised for late submission of written work—a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Work that is more than 8 days late can be accepted for mandatory course requirements but will not be marked. However, penalties may be waived if there are valid grounds, e.g., illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary.

Mandatory course requirements

To gain a pass in this course each student must:

- a) Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work)
- b) Sit the final exam, and obtain a 40% or higher mark in it.

There is a uniform deadline for the final submission of all written in-term work (including research papers) for honours courses. Students are advised that this deadline will be firmly adhered to; extensions will only be granted in exceptional circumstances, under the conditions stipulated in Victoria University's aegrotat regulations. Extensions must be approved by the

Honours Coordinator (Professor Stephen Levine) in advance of the deadline. In 2008 the deadline will be 5 p.m. on **Monday, 6 October**. Work not submitted by this deadline will not be taken into consideration when determining final results.

Communication of additional information

Additional information will be communicated to students via e-mail and through the course wiki; please make sure to check your e-mail regularly.

Statement on the use of Turnitin (only for courses which make use of Turnitin)

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the head of School, handwritten work may be copy typed by the School and subject to checking by turnitin. You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were ones own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct. All cases will be recorded on a central database and severe penalties may be imposed. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

www.victoria.ac.nz/home/study/plagiarism.aspx

GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at:

http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support