



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

**POLITICAL SCIENCE AND INTERNATIONAL RELATIONS PROGRAMME  
POLS/PHIL/INTP 261: POLITICAL PHILOSOPHY AND INTERNATIONAL RELATIONS**

**TRIMESTER 1 2010**  
1 March to 4 July 2010

**Trimester dates**

Teaching dates: 1 March 2010 to 4 June 2010

Mid-trimester break: 5 April to 18 April 2010

This course is internally assessed. There is no final examination, though there is a final test on 3 June.

**Withdrawal dates**

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

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**Class times and locations**

**Lecture Times:** Wednesday and Thursday 11:00-11:50 AM

**Venue:** FT77 (Fairlie Terrace)/LT306 (Kelburn campus)

**Course website:** On blackboard.

**Course Wiki:** On blackboard.

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

**Tutorials**

Tutorials will be scheduled during the first week of the term.

### **Course delivery**

This course is taught by means of two weekly lectures, a weekly tutorial, and an online component (primarily on the course website on Blackboard).

The lectures clarify and expand on the ideas of the writers we discuss in the course, and they provide the historical background necessary to understand the texts.

The lectures may include interactive exercises, such as formal debates, and reasonable participation is expected.

Tutorials provide the opportunity to critically discuss enduring ideas about conflict and see how these ideas help us make sense of current issues and debates. Participation in tutorials, though optional, is therefore highly encouraged.

The online component of the course consists of weekly participation in one or more of the following: a course discussion board, a course wiki, or a weekly course e-mail. Participation in any of these online activities ensures that the student will be generally engaged with the material covered in class and able to relate it to current events.

This course is internally assessed. There is no external final exam, though there is a final test on the last day (3 June).

### **Communication of additional information**

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

### **Course content**

This course aims to introduce students to the development of Western ideas about international affairs. It explores such themes as the justice or injustice of war, the nature of sovereignty, international law and the place of power in international life, and ethical obligations across borders, through a broad historical survey of some of the classic texts of Western political theory. These texts address questions concerning the ultimate causes of human conflict and the best approaches for dealing with such conflict. The course thus aims to provide students with a basic grasp of the ideas that have shaped and continue to shape current thought and practice in international relations, while increasing their ability to interpret and critically engage with these ideas in context.

The course follows a broadly chronological discussion of ideas about international affairs in the Western tradition of political thought, starting with Ancient Greece and Rome, moving on to discuss Medieval and Renaissance ideas, the Enlightenment, and various thinkers of the 19<sup>th</sup> century. The chronological approach should help students understand the sources of our current ideas about international affairs as well as some important challenges to these ideas that have been historically significant.

These ideas, however, are also thematically grouped. We will thus discuss ancient Greek ideas about the nature of politics, medieval ideas about just war, new conceptions of politics

in the early modern era, and 18<sup>th</sup> and 19<sup>th</sup> century ideas about democracy and intervention and about the possibility of perpetual peace.

Lectures will place this material in historical context, explain some of the more difficult passages, and provide the intellectual scaffolding for making connections among these disparate thinkers and applying their ideas to concrete cases. However, students are expected to actively participate in the construction of their own knowledge of these ideas by taking part in class discussions and activities, during both the lectures and the scheduled tutorials.

### Schedule of Lectures

Wednesday 3 March	Introduction. Read 'Introduction', pp. 1-15 in Brown <i>et al.</i>
Thursday 4 March	<b>Ancient Conceptions of Politics.</b> Thucydides, pp. 34-60 in Brown <i>et al.</i> ; 'Ancient thought', pp. 17-23 in Brown <i>et al.</i>
Wednesday 10 March	Aristotle, <i>Politics</i> , Book 1 (1252a1-1260a25); 'Ancient thought' in Brown <i>et al.</i> , pp. 23-27, 30-32.
Thursday 11 March	Aristotle, <i>Politics</i> , Book 3, chapters 1-8 (1274b30-1280a6)
Wednesday 17 March	Aristotle, <i>Politics</i> , Book 3, chapters 9-18 (1280a7-1288b7)
Thursday 18 March	Aristotle, <i>Politics</i> , Book 7, chapters 1-15 (1323a14-1334b27)
Wednesday 24 March	Cicero, <i>Republic</i> I.31-71 (pp. 15-32); Cicero, <i>On Duties</i> I.vii-xviii (sections 20-60); 'Ancient thought', pp. 27-30 in Brown <i>et al.</i>
Thursday 25 March	<b>Just War in Medieval Political Theory.</b> Aquinas, <i>Summa Theologiae</i> , II-II, Q 40; II-II, Q 64, articles 6-8; pp. 213-220 in Brown <i>et al.</i> ; 'International relations in Christendom', pp. 183-186 in Brown <i>et al.</i> <b>First essay opportunity: Conceptions of Politics in Ancient Political Thought Topics</b>
Wednesday 31 March	Vitoria, <i>On the American Indians</i> , pp. 231-241 in Brown <i>et al.</i> ; Erasmus, <i>Dulce Bellum Inexpertis</i> , pp. 221-230 in Brown <i>et al.</i>
Thursday 1 April	<b>New Conceptions of Politics.</b> Machiavelli, <i>The Prince</i> , chapters 1-3, 5-6, 8-9, 15-19, 21, 24-26; 'The modern European state and system of states', pp. 243-247 in Brown <i>et al.</i>
Monday 5 April	<b>Mid-Trimester Break begins</b> <b>Second essay opportunity: Just War in Medieval Political Thought topics</b>
Wednesday 21 April	Machiavelli, <i>The Prince</i> discussion continued and <i>Discourses on Livy</i> , I.2-14
Thursday 22 April	Machiavelli, <i>Discourses on Livy</i> , I.16-20, 24-29, 53, 58, II.1-3
Wednesday 28 April	<b>The State of Nature.</b> Hobbes, <i>Leviathan</i> , chapters 13-14, 17-18, 21. See also 'The modern European state and system of states', pp. 247-250 in Brown <i>et al.</i>
Thursday 29 April	Rousseau, <i>Second Discourse on the Origins of Inequality</i> , part I. <b>Third essay opportunity: New Conceptions of Politics</b>
Wednesday 5 May	Rousseau, <i>Second Discourse on the Origins of Inequality</i> , part II; <i>The State of War</i> (pp. 416-425 in Brown <i>et al.</i> ).

Thursday 6 May	<b>Democracy and Intervention.</b> Mill, <i>Considerations on Representative Government</i> , chapters 3-4; 'State and nation in nineteenth-century international political theory', pp. 462-465 in Brown <i>et al.</i> <b>Fourth essay opportunity: The State of Nature topics.</b>
Wednesday 12 May	Mill, <i>Considerations on Representative Government</i> , chapters 6-7.
Thursday 13 May	Mill, <i>Considerations on Representative Government</i> , chapters 16 and 18, Mill, "A Few Words on Non-Intervention," pp. 476-493 in Brown <i>et al.</i>
Wednesday 19 May	<b>Perpetual Peace and Modern Cosmopolitanism.</b> Kant, <i>Perpetual Peace: A Philosophical Sketch</i> , pp. 428-455; 'The Enlightenment', pp. 387-393 in Brown <i>et al.</i> <b>Fifth essay opportunity: Democracy and Intervention topics</b>
Thursday 20 May	Hegel, <i>The Philosophy of Right</i> , III.iii.a.i-III.iii.c (paragraphs 272-360, especially 321-360); 'State and nation in nineteenth-century international political theory', pp. 457-467.
Wednesday 26 May	Marx and Engels, <i>Communist Manifesto</i> , entire.
Thursday 27 May	Kant, Hegel, Mill and Marx compared.
Wednesday 2 June	Concluding review
Thursday 3 June	<b>Sixth essay opportunity: Perpetual Peace topics</b> <b>Final test</b>

### Learning objectives

Students passing the course should:

1. Be familiar with some of the main ideas about international affairs in the Western canon of political theory
2. Be able to trace the basic development of these ideas in the Western tradition and to describe their context
3. Be able to draw on classic texts and on concrete historical examples to make cogent arguments about such topics as:
  - a. The nature of political community
  - b. The justice of war
  - c. The nature of sovereignty and political authority
  - d. The possibility and desirability of democracy in various cultural contexts, as well as the ethics of intervention for purposes of democracy promotion
  - e. The possibility and desirability of "perpetual peace"
4. Be able to make useful comparisons between contrasting views by various thinkers on any of these topics

### Graduate attributes

As with all POLS and INTP courses, learning objectives of this course contribute to the attainment of specific attributes in the areas of critical thinking, creative thinking, communication and leadership. Please consult the Programme Prospectus 2009, p. 10, for more details or on our website: <http://www.victoria.ac.nz/pols/>

### Expected workload

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote approximately 200 hours of work to reading, writing, and researching material for this course. This includes 2 hours of lectures per week, and 1 hour of tutorials per week.

## Readings

### Essential texts:

- Brown, Chris, N. J. Rengger, and Terry Nardin. 2002. *International Relations in Political Thought: Texts from the Ancient Greeks to the First World War*. Cambridge and New York: Cambridge University Press. ISBN 0521575702.

### Distributed in class or available on e-reserves or on the internet:

All other readings will be either distributed in class, available through e-reserves, or freely available on the internet. These are:

- Thucydides, *History of the Peloponnesian War*, available at <http://classicpersuasion.org/pw/thucydides/thucydides-jowetttoc-b.htm>
- Aristotle, *Politics*, available at <http://classics.mit.edu/Aristotle/politics.html>
- Cicero, *On the Republic* and *On Duties*. *On the Republic* is available on e-reserve; *On Duties* is available at [http://www.constitution.org/rom/de\\_officiis.htm](http://www.constitution.org/rom/de_officiis.htm)
- Aquinas, *Summa Theologiae*, available at <http://www.newadvent.org/summa/>
- Vitoria, *On the American Indians*, available at [http://en.wikisource.org/wiki/De\\_Indis\\_De\\_Jure\\_Belli/](http://en.wikisource.org/wiki/De_Indis_De_Jure_Belli/)
- Machiavelli, *The Prince* and *Discourses on Livy*, available at <http://www.constitution.org/mac/prince00.htm> and <http://ebooks.adelaide.edu.au/m/machiavelli/niccolo/m149d/>
- Hobbes, *Leviathan*, available at <http://oregonstate.edu/instruct/phl302/texts/hobbes/leviathan-contents.html>
- Rousseau, *Second Discourse on the Origins of Inequality*, available at <http://records.viu.ca/~Johnstoi/rousseau/seconddiscourse.htm>
- Mill, *Considerations on Representative Government*, available at [http://ebooks.adelaide.edu.au/m/mill/john\\_stuart/m645r/](http://ebooks.adelaide.edu.au/m/mill/john_stuart/m645r/)
- Kant, *Perpetual Peace*, available at <http://www.constitution.org/kant/perpeace.htm>
- Hegel, *The Philosophy of Right*, available at <http://www.marxists.org/reference/archive/hegel/works/pr/prconten.htm>
- Marx and Engels, *The Communist Manifesto*, available at <http://www.marxists.org/archive/marx/works/1848/communist-manifesto/index.htm>

The textbook is also available on closed (2 hour) reserve or 3-day reserve at the library.

For the first two weeks of trimester all undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two all undergraduate textbooks will be sold from vicbooks and student notes from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to customers or they can be picked up from the shop. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

### **Recommended Reading:**

A list of recommended readings is available on the various theme pages of the course wiki.

### **Assessment requirements**

Assessment for this course has three major components:

1. Two out of six possible short essays, of **at most** 2000 words, due on the dates specified in the schedule (50%, or 25% each). You may submit all six essays (or however many you wish to submit); your grade for this component will consist of the grades for your two best essays. **One of the essays MUST be turned in before the midterm break** (i.e., before 5 April).
2. Online assessment (25%). The online assessment occurs weekly, starting on the second week of the course, and is due every Thursday before the lecture (i.e., before 11 am). You may complete the online assessment in any of the following three ways (or a combination thereof):
  - Participation in the course wiki.
  - Participation in the course discussion board.
  - Weekly e-mail with a short summary of one of the readings for the week, plus a critical question about it.
3. A final in-class test (25%).

Your grade may also be ultimately adjusted upwards for enthusiastic participation in course activities or discussions, either in lecture or during tutorials.

### **Short essays**

There is one possible short essay for each main topic of the course (1200-2000 words – 8 or 9 double-spaced pages **or fewer**). **More is not necessarily better!**

These essays test your familiarity with the thinkers we are studying in this course and your ability to read them critically and apply their insights. They also test your ability to write a

coherent argument and defend a particular interpretive position with textual and other evidence.

Each essay will be marked on a scale ranging from 0 to 100 points according to the following criteria:

- **Structure (10 points):** the essay addresses the topic question directly; has a clear thesis and an adequate introduction; connections between its parts are clear; its conclusions adequately summarize the argument; and in general makes good use of the form.
- **Style and grammar (10 points):** the essay is written in a clear, engaging style, with no grammatical or spelling errors.
- **Scholarship (30 points):** the essay displays evidence of actual research and relatively wide reading, cites authors correctly and relevantly, and clearly and accurately presents their views.
- **Argument (40 points):** the essay uses evidence well to support a clear thesis; it considers objections and alternatives; and its conclusions are logically connected to its other claims.
- **Originality (10 points):** the essay provides an interesting or unusual view, properly supported; it makes an insightful claim in a new form, or otherwise stands out from the pack.

The topics for these essays are listed and described in more detail on Blackboard. Detailed instructions and links to resources are posted there; **make sure to look there before beginning to write your essay!**

The due dates are as follows:

- **Essay opportunity 1: Ancient conceptions of politics.** Due date: **Thursday 25 of March**, via the appropriate link on Blackboard. Topics are listed there.
- **Essay opportunity 2: Just war.** Due date: **Monday 5 of April** (first day of midterm break), via the appropriate link on Blackboard. Topics are listed there. Note that you must complete at least one essay before the midterm break, so you must complete an essay for this topic or the previous one!
- **Essay opportunity 3: New conceptions of politics.** Due date: **Thursday 29 April**, via the appropriate link on Blackboard. Topics are listed there.
- **Essay opportunity 4: The state of nature.** Due date: **Thursday 6 of May**, via the appropriate link on Blackboard. Topics are listed there.
- **Essay opportunity 5: Democracy and Intervention.** Due date: **Wednesday 19 of May**, via the appropriate link on Blackboard. Topics are listed there.
- **Essay opportunity 6: Perpetual Peace.** Due date: **Thursday 3 of June**, via the appropriate link on Blackboard. Topics are listed there.

**Online assessment**

Studies show that the best ways to learn are active, participatory and social, rather than passive and purely individual. Studies also show that the best way to learn course material and participate effectively in class discussions is to remain engaged with such material over the course of the term. In order to further these objectives, this course has a weekly form of online assessment.

You can fulfil the requirements for this component of the course by doing any of the following three things starting the second week of the term:

- Contributing to the course wiki (on Blackboard).
- Contributing to the course discussion board (on Blackboard).
- Sending the instructor a weekly e-mail summarizing the reading for the week and raising a critical question (discouraged; it is preferred that everyone contribute to either the wiki or the discussion board).

You can participate in the wiki one week, contribute to the discussion board on another, or to both; or you may start by participating in the discussion board, and on some weeks send an e-mail. So long as you contribute weekly – by participating in the wiki, the discussion board, or by sending an e-mail – you will accumulate the points required for this part of the assessment. Each contribution (wiki contribution, discussion board post, or e-mail) will be due every Thursday before the lecture (before 10am). If you miss one week you can always contribute the next week, but no late contributions will be accepted.

Your contributions will be assessed on a weekly basis, according to the following scheme:

- 0 points. No contribution to either the wiki or the discussion board, or no e-mail sent
- 1 point. Minimal contribution (e.g., proofreading a wiki page, minimal comment on another person's post in the discussion board, an e-mail that does not show that you have done the reading)
- 2-3 points. Regular contributions (e.g., contributing study questions, answers to study questions, and other substantial additions to the wiki, raising or answering interesting questions in the discussion board, an e-mail showing that you have done the reading for the week even if you do not understand it, etc.)
- 4 points. Exceptional contributions (e.g., major contributions to the wiki, excellent study questions or answers, outstanding participation in the discussion board, an e-mail making an unusually perceptive point about one of the readings for the week, etc.)

You need to accumulate 25 points over the course of the trimester to obtain your full 25% mark for this assessment component, starting in the second week of the term. On average, therefore, you need to be accumulating 2.5 points per week, though you may miss a week occasionally. You will be given credit for all contributions you make.

More specific guidelines for the weekly contributions follow.

### **Contributing to the course wiki**

The course wiki is your friend: think of it as collaborative study guide, prepared over the course of the trimester. You may contribute to it in a variety of ways:



- Add new pages with content related to the themes of the course, such as comparing views of the state of nature among various thinkers
- Post questions in the pages for each theme discussed in the course or in the discussion pages
- Provide links to external sources
- Add multimedia content related to the course (pictures, illustrative video, etc.)
- Answer study questions or discuss possible answers
- Add entries to the bibliography and comment on those already there
- Summarize the readings in the pages for each particular theme discussed in the course
- Provide background information necessary for fully understanding the readings
- Proofread, correct, clarify, or reformat other's contributions

The lecturer will be an active participant in the wiki, posting material (including study questions) and helping to format it, as well as commenting on material posted there, but the wiki is ultimately a resource for the students to learn, and it will be only as good as you make it.

### **Contributing to the course discussion board**

Alternatively, you may prefer to contribute to the class discussion board on Blackboard. You can contribute to both the wiki and the discussion board, and you are encouraged to check both when studying or preparing for class.

Like any discussion board, the course discussion board is fairly informal. Not every posting needs to raise a question, though you may wish to raise questions about class content; and your contributions can be in comments to other people's postings. You can, for example:

- Raise questions about issues that are unclear from the class
- Comment on, and link to, articles relevant to the discussions in the class
- Raise issues that you think ought to be discussed in class
- Discuss possible answers to various study questions
- Use it to coordinate activities in the wiki

As with the wiki, the instructor will be contributing to the discussion board frequently, but again the main responsibility is on the students to make it a useful learning resource. The instructor will also use the issues raised in the discussion board for tutorial discussions or address them in lecture.

### **Weekly e-mail**

You may decide that neither the wiki nor the discussion board are for you, though I prefer that you participate in either of them. In that case, you may complete the online assessment by sending me a weekly e-mail about the readings before each Thursday's lecture, starting the second week of the term. You may decide at any point to do this; for example, you may start out by contributing to the discussion board or the wiki, and then decide that you prefer to do a course e-mail, or (conversely) you may start out by doing a weekly e-mail, and then decide that you prefer to participate in either the wiki or the discussion board.

This e-mail should summarize one of the readings for the week and raise some critical question about them.

I will acknowledge receipt of the e-mail, but may not answer your critical question (at least not right away); instead, I will either direct you to the discussion board or the wiki or else try to address the question in lectures or tutorials.

### **Final test**

The final test is cumulative, integrative, and closed book, and will last 50 minutes on Thursday 3 June. The students will answer 2 out of 5 short answer questions, and 1 out of 4 longer essay questions. Questions will be based on material posted on the course wiki, including study questions posted by students.

### **Penalties**

Students will be penalised for late submission of essays—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 in-class test and obtain at least a 40% mark in it.

### **Class Representative**

A class representative will be elected in the first or second class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

### **Academic Integrity and Plagiarism**

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:  
<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

### **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 compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

### **GENERAL UNIVERSITY POLICIES AND STATUTES**

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* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

The AVC(Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

[http://www.victoria.ac.nz/home/about\\_victoria/avcademic/Publications.aspx](http://www.victoria.ac.nz/home/about_victoria/avcademic/Publications.aspx)