



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

**POLITICAL SCIENCE AND INTERNATIONAL RELATIONS PROGRAMME  
POLS 401: Some Aspects of Modern Social and Political Thought:  
Power, Freedom and Justice**

**TRIMESTERS 1 and 2 2011**  
28 February to 12 November 2011

**Trimester dates**

Teaching dates: 28 February to 14 October 2011

Mid-trimester breaks: 18 April to 1 May 2011 and 22 August to 4 September

Study week: 17-21 October 2011

Examination/Assessment period: 21 October to 12 November 2011

This course has a final examination during the Trimester 2 examination period. You must be able to attend an examination at the University at any time during the scheduled examination period.

**Withdrawal dates**

Information on withdrawals and refunds may be found at

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

LECTURER: Dr Xavier Márquez

ROOM: Murphy 541

OFFICE HOURS: Wednesdays 2-4 pm

PHONE: 463-5889

EMAIL: [xavier.marquez@vuw.ac.nz](mailto:xavier.marquez@vuw.ac.nz)

**Class times and locations**

LECTURE TIMES: Tuesdays 11:00 AM-12:50 PM

VENUE: Murphy 401 (Kelburn Campus)

COURSE WEBSITE: On Blackboard

**Course delivery**

This course is taught by means of a weekly seminar and an online component (on the course website on Blackboard).

The weekly seminar meetings provide opportunities to discuss the assigned readings in a critical and constructive manner. The lecturer will also use the seminar meetings to give some background information and to explain difficult points.

The online component of the course consists of weekly participation in the discussion board and contributions to the annotated bibliography. Participation in these ensures that the student will be generally engaged with the material covered in class, able to participate in class discussions, and prepared for the research paper due at the end of Trimester 2.

This course is externally assessed. There is a final three hour exam.

### **Communication of additional information**

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

### **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 exact mixture of readings will be determined at the beginning of the term, however.

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

### **Learning objectives**

Students passing the course 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 approximately 300 hours to reading, writing, and researching material for this course. This includes a weekly 2 hour seminar.

## Readings

### Essential texts:

The exact mixture of readings will be determined in consultation with the students at the beginning of the term. The following books will nevertheless be available for purchase in Vicbooks, since it is likely that we will read two or more of them:

- Foucault, Michel. 1995 [1975]. *Discipline and Punish*. Translated by A. Sheridan. 2nd ed. New York: Vintage Books.
- Lukes, Steven. 2005. *Power: A Radical View*: Palgrave Macmillan.
- Rawls, John. 1971 (Revised edition 1990). *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.

All of these books will also be available on closed (3 day) reserve in the library

The following readings will be available through e-reserves and as a book of readings (student notes). The books from which they are drawn will also be available on closed reserve.

- Weber, Max. 1994. "The Profession and Vocation of Politics." In *Political Writings*. Cambridge: Cambridge University Press. Available on e-reserve and in book of readings.
- Weber, Max. 1978. *Economy and Society*. Translated by G. Roth and K. Wittich. 2 vols. Berkeley: University of California Press. Sections of chapter 1 available on e-reserve and in book of readings.
- Arendt, Hannah. 1970. *On Violence*. New York: Harcourt, Brace, and World. Chapter 2 available on e-reserve and in book of readings.
- Foucault, Michel. 2000 [1982]. "The Subject and Power." In *Power*, edited by J. D. Faubion. New York: The New Press. Available on e-reserve and in book of readings.
- 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 free via Blackboard, on e-reserve and in book of readings.
- Habermas, Jurgen. 1996. *Between Facts and Norms: Contributions to a Discourse Theory of Law and Democracy*. Cambridge: Polity Press. Chapter 4 available on e-reserve and in book of readings.
- Berlin, Isaiah. 1969 [1958]. "Two Concepts of Liberty." In *Liberty*, edited by Henry Hardy. London: Oxford U.P. Available on e-reserve and in book of readings.
- Arendt, Hannah. 2006. *On Revolution*. New York: Penguin Books. Chapter 6 available on e-reserve and in book of readings.
- Swift, Adam. 2006. *Political Philosophy: A Beginners' Guide for Students and Politicians*. Cambridge: Polity Press. Chapter 2 available on e-reserve and in book of readings.
- Pettit, Philip. 1996. "Freedom as Antipower." *Ethics* 106(3):576-604. Available on e-reserve, through a link from blackboard, and in book of readings.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 7 February to 11 March 2011, 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 of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 3 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 nominated collection points at each campus. 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**

The literature on power, freedom, and justice has exploded in recent years. Though this course has been usually structured as a “classics of contemporary political thought” class, it may be more interesting to read more recent material than that indicated in the “readings” section. The following are some especially interesting books and articles that we may wish to substitute for some of those mentioned above:

- Anderson, Elizabeth S. “What Is the Point of Equality?” *Ethics* 109, no. 2 (1999): 287-337.
- Cohen, G. A. *Rescuing Justice and Equality*. Cambridge: Harvard University Press, 2009.
- Scott, James C. *The Art of Not being Governed: An Anarchist History of Southeast Asia*. New Haven: Yale University Press, 2010.
- Schmidtz, David. *Elements of Justice*. Cambridge and New York: Cambridge University Press, 2006.
- Sen, Amartya. *The Idea of Justice*. Cambridge: Harvard University Press, 2009.
- Gaus, Jerry. *The Order of Public Reason*. Cambridge: Cambridge University Press, 2011.
- Geuss, Raymond. *Philosophy and Real Politics*. Princeton: Princeton University Press.

The class will be jointly maintaining an online bibliography at CiteULike (<http://www.citeulike.org/groupfunc/14612/home>) of useful readings. See below for details.

### **Assessment requirements**

Assessment for this course has three major components:

1. One research essay (4000-7000 words), due in several stages, with a final draft due at the end of trimester 2 (35%).
2. Weekly contributions to the discussion board (25%).
3. Contributions to the online bibliography at CiteULike (10%).
4. A 3 hour final exam (30%).

This is an honours seminar. Participation in discussion is expected. Though there is no explicit grade for participation, your final grade may 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 4000-7000 words (16-20 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. A truly excellent essay should be of sufficient quality to be presented at a professional conference or published in a peer-reviewed journal.

Since this is primarily a political theory course, your research essay should make a theoretical argument focused on one or more of the thinkers discussed in the course. A number of “patterns” are possible for such an essay:

- *Apologetic essays*. For example, your essay may first discuss the views of thinker A on some question (e.g., the nature of social justice), discuss some objections raised by B and C, and then defend A against B and C.
- *Critical essays*. Or your essay may discuss the views of A on some question and then raise some objections that you think are fatal to A’s views, drawn from any number of sources: the writings of B and C, your own arguments, the evidence of some particular country or situation, etc. You will also need to consider possible responses or amendments by A of his/her views and reasons why those responses fail.
- *Combination essays*. You may discuss the views of A on some question, show that they are insufficient for some purpose, and argue that the views of B complement those of A.
- *Historical essays*. You may want to trace the ancestry of some view of A, or the connections between the views of A and those of B and C.
- *Interpretive-reconstructive essays*. Or you may offer an *interpretation* of some especially puzzling work of A, explaining how the views of A in that work cohere with his/her views on other works, and why your interpretation solves some outstanding puzzles about A’s thought raised by B and C, or how it saves A from some important objection raised by D.
- *Application essays*, a.k.a. “What would A say?” essays. You may discuss what A might say about some institution or situation. E.g., would Nozick say that the Treaty of Waitangi represents a just settlement with the Maori? (How would he criticize it? What alternatives might he support as a just settlement?). This pattern is especially useful in bringing to bear A’s views to critique some particular institution or situation, but you may also wish to support the institution or situation by appealing to the views of A.
- A variant of this is the *critical application* essay: you may first discuss what A might say about X (e.g., appropriate responses to the disadvantages experienced by Maori in New Zealand society) and then criticize the shortcomings of A’s views. This is especially useful when the views of A seem to offer some support or justification for the institution or situation in question.

There are other patterns, but any essay you write will be centred on an exposition of the views of one or more of the thinkers of the course and will develop a theoretical *argument* about those views. You may wish to meet with me to discuss potential topics ahead of time.

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. It is due on **Tuesday 3 May (the first day after the midterm break, before the seminar meeting) via [e-mail](#) to me and posted to the Blackboard discussion board for comments from the class**. Your research proposal may change after this date; you are not locked into it, and you are encouraged to discuss it with me before this date.
2. Along with a revised research proposal, turned into an introduction, you will next submit a section that contains an exposition of the views of A (or A, B, and C) that you plan to defend, criticize, and/or apply to some situation. (E.g., this section may contain a discussion of the views of Rawls and Walzer on the justification of economic inequality). This second draft (background plus revised research proposal turned into the introduction to the essay) will be due on **Tuesday 12 July via [e-mail](#) before class**.
3. The contents of the third draft will depend on the pattern of your paper (see above): it may contain, along with a revised introduction and the section containing the views of A (or B and C), also critiques of these views, or a description of the case to which they apply. This need not be very complete, but a draft of this will be due on **Tuesday 6 September (after the midterm break) via [e-mail](#) by 5 pm**.
4. A final draft of the entire essay, with your entire argument, revised and reorganized as needed, will be due on **via [e-mail](#) by 5 pm Friday 14 October**.

See the course website (on Blackboard) for a fuller description of the requirements for each stage.

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

You are also encouraged to read each other's drafts at any stage, and provide constructive feedback, though of course all written work should in the final instance be yours alone. In particular, you are encouraged to use the Blackboard discussion board as a place to post responses to other people's proposals or to particular inquiries later in the course.

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. For example, if you fail to submit the research proposal on the due date, you may lose 5% of the 35% that the research essay is worth (2 points of your total grade) the first day, plus 2% of the 35% that the research essay is worth for every additional day up to 8 days; so that you may lose up to 19% of the 35% 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** 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, **you need to assume I have not received your work.**

### **Online assessment**

#### **Discussion Board contributions**

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, you will be required to contribute to the course discussion board (on Blackboard) each week before the seminar meeting.

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

- 0 points. No contribution
- 1 point. Minimal contribution. A minimal contribution does not show evidence of having done the reading, has many grammatical or other problems that make it difficult to read, or fails to make a sufficiently meaningful point.
- 2 points. Regular contributions. A regular contribution shows some evidence of having done the reading (or at least engaging with parts of it), is clear enough to read, and makes a clear point or raises a clear question. A regular contribution need not always be an argument: you may also raise a question to which you do not know the answer, or respond to other people's ideas and arguments
- 3 points. Exceptional contributions. An exceptional contribution shows an exceptional grasp of the reading, significant research, or original and powerful arguments. Exceptional contributions may also occur in the comments to other people's ideas.

You need to accumulate 50 points over the course of the year to obtain your full 25% mark for this assessment component, starting in the second week of the term (15 March). On average, therefore, you need to be accumulating a bit more than 2 points per week (there are 23 weeks in the course, not counting breaks or study periods) if you want to obtain the full 50 points, though you may miss a week occasionally, and you are credited for all contributions you make (regardless of whether you achieve the full 50 points).

The last day for contributions to the discussion board is **Tuesday 11 October.**

#### **Contributions to the online bibliography at CiteULike**

The class will be maintaining an annotated online bibliography of useful resources at CiteULike. The purpose of this is to encourage students to start their research early and benefit from each other's efforts, and to simplify the research process a bit.

CiteULike is an online bibliography manager with some social features. You will need to set up a free account with the service, install a bookmarklet on your browser, and join the POLS401 group (<http://www.citeulike.org/groupfunc/14612/home>) in order to use it. (The instructor will explain how to do this early in the term; if you miss the explanation for whatever reason, come see me in my office). Records posted to the bibliography can be

easily downloaded to Endnote or other desktop bibliography managers or copied and pasted to the references section of your paper.

You will need to submit at least an article or book section (you can submit more than one) to the online bibliography every three weeks, starting on the eighth week of the term (10 May – see schedule below for deadlines). Your contribution will need to be “tagged” with your name and other appropriate tags. In addition, you need to do a critical summary of (one of) your submitted article(s) and post it to the discussion board (you may also post it to the notes section in the CiteULike record). That is, you need to say what you think the main argument is, what it is you found useful and interesting in the article, and what problems, if any, you see in the argument. This critical summary will NOT count towards your contribution to the discussion board that week.

Your contributions will be assessed every three weeks, according to the following scheme:

- 0 points. No contribution
- 1 point. Minimal contribution. A minimal contribution may include a submission of one or more articles to the bibliography, but without a critical summary in the discussion board, or may include contributions that are poorly formatted, lack critical information, are hard to read, etc.
- 2 points. Regular contributions. A regular contribution includes both a submission to the bibliography and a critical summary of (one of) the article(s). The critical summary should show evidence of understanding and be clearly written.
- 3 points. Exceptional contributions. An exceptional may involve a large number of submissions to the bibliography and an exceptionally clear or insightful critical summary.

You need to accumulate 10 points over the course of the year to obtain your full 10% mark for this assessment component, starting on the sixth week of the term. On average, therefore, you need to be accumulating about 2 points per three week period (there are 6 potential periods for contributing to the bibliography) if you want to obtain the full 10 points, though you may miss a period occasionally, and you are credited for all contributions you make (regardless of whether you achieve the full 10 points).

### **Return of Assignments**

All essays will be returned *electronically* with comments within a reasonable time. It is your responsibility to make sure I have a *valid e-mail address* for you where you can receive these. Marks and comments for the online assessment will be made available via e-mail and on Blackboard.

### **Final exam**

The final exam is cumulative, integrative, and closed book, and will last 3 hours. It will be scheduled during the examination period 21 October – 12 November. The students will answer 3 out of 8 essay questions. Potential questions will be circulated in advance and discussed in class.



## **Penalties**

Refer final paragraph of page 6. 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 (for example, illness or similar other contingencies). In all 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 (Dr. Jon Johansson) in advance of the deadline. In 2011 the deadline will be 5 p.m. on **Friday 14 October**. Work not submitted by this deadline will not be taken into consideration when determining final results.

## **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.

## **Statement on legibility**

Students are expected to write clearly. Where work is deemed 'illegible', the options are:

- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) within a specified time frame after which penalties will apply;
- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) and lateness penalties apply;
- if the student does not transcribe it to an acceptable standard, the work will be accepted as 'received' (so any associated mandatory course requirements are met) but not marked.

## **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.

### WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress). Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at [www.victoria.ac.nz/home/about\\_victoria/avcacademic](http://www.victoria.ac.nz/home/about_victoria/avcacademic).

### Schedule of Seminar Meetings

This schedule of readings is necessarily tentative. We may move a little faster or a little slower, as interest and the difficulty of the readings dictate, and depending on student interest, we may substitute other readings for the ones suggested here. Any changes will be discussed in seminar meetings and announced through Blackboard.

Date	Subject	Reading	Assignments
Tuesday, 8 March	Seminar 1: Organizational	No reading. Organizational meeting.	

Tuesday, 15 March	Seminar 2: The traditional view of power	Weber, Max. <i>Economy and Society</i> (1978). Translated by Guenther Roth and Klaus Wittich. 2 vols. Berkeley: University of California Press. <a href="#">Part I, chapter I, pp. 29-38, 53-56</a> , Weber, Max (1994). " <a href="#">The Profession and Vocation of Politics</a> ." In <i>Political Writings</i> . Cambridge: Cambridge University Press. Pp. 309-369.	Contribution to discussion board due before seminar.
Tuesday, 22 March	Seminar 3: The "third face" of power	Lukes, Steven. <a href="#">Power: A Radical View</a> . Palgrave Macmillan, 2005. Introduction, chapter 1 and chapter 3.	Contribution to discussion board due before seminar.
Tuesday, 29 March	Seminar 4: Power versus violence	Arendt, Hannah (1970). <a href="#">On Violence</a> . New York: Harcourt, Brace, and World. Chapter 2. Arendt, Hannah (1958). <a href="#">The Human Condition</a> . Chicago: The University of Chicago Press. Chapter 1, sections 1-3, pp. 1-21, chapter 5, sections 24-34, pp. 175-247.	Contribution to discussion board due before seminar.
Tuesday, 5 April	Seminar 5: Disciplinary power	Foucault, Michel (2000 [1982]). " <a href="#">The Subject and Power</a> ." In <i>Power</i> , edited by James D. Faubion, 326-48. New York: The New Press. Foucault, Michel (1995 [1975]). <a href="#">Discipline and Punish</a> . Translated by Alan Sheridan. 2nd ed. New York: Vintage Books. Part 1.	Contribution to discussion board due before seminar.
Tuesday, 12 April	Seminar 6: Disciplinary power	Foucault, Michel (1995 [1975]). <a href="#">Discipline and Punish</a> . Translated by Alan Sheridan. 2nd ed. New York: Vintage Books. Part 3.	Contribution to discussion board due before seminar.
Tuesday, 3 May	Seminar 7: Biopower	Foucault, Michel (2000 [1979]). " <a href="#">"Omnes Et Singulatim": Toward a Critique of Political Reason</a> ." In <i>Power</i> , edited by James D. Faubion, 298-325. New York: The New Press. Lukes, Steven. <a href="#">Power: A Radical View</a> . Palgrave Macmillan, 2005. Chapter 2.	Contribution to discussion board due before seminar. Research proposal due via e-mail and posted on discussion board

Tuesday, 10 May	Seminar 8: Power and the State	Scott, James C. <a href="#">The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia</a> . New Haven: Yale University Press, 2009.	Contribution to CiteULike bibliography (plus critical summary in discussion board) due before seminar. Contribution to discussion board due before seminar.
Tuesday, 17 May	Seminar 9: Power and the State	Scott, James C. <a href="#">The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia</a> . New Haven: Yale University Press, 2009.	Contribution to discussion board due before seminar.
Tuesday, 24 May	Seminar 10: Positive and Negative liberty	Berlin, Isaiah (1969 [1958]). " <a href="#">Two Concepts of Liberty</a> ." In Liberty, edited by Henry Hardy. London: Oxford U.P.	Contribution to discussion board due before seminar.
Tuesday, 31 May	Seminar 11: Defences of positive liberty	Swift, Adam (2006). Political Philosophy: A Beginners' Guide for Students and Politicians. Cambridge: Polity Press. <a href="#">Chapter 2</a> . Arendt, Hannah. 2006. <a href="#">On Revolution</a> . New York: Penguin Books. Pettit, Philip (1996). " <a href="#">Freedom as Antipower</a> ." Ethics 106(3): 576-604. <a href="#">On Revolution</a> . New York: Penguin Books. Chapter 6.	Contribution to CiteULike bibliography (plus critical summary in discussion board) due before seminar. Contribution to discussion board due before seminar.
Tuesday, 12 July	Seminar 12: The liberal theory of justice	Rawls, John (1971; revised edition 1990). <a href="#">A Theory of Justice</a> . Cambridge, Mass.: Harvard University Press.	Contribution to discussion board due before seminar. Second draft of research essay due via e-mail by 5pm
Tuesday, 19 July	Seminar 13: The liberal theory of justice	Rawls, John (1971; revised edition 1990). <a href="#">A Theory of Justice</a> . Cambridge, Mass.: Harvard University Press.	Contribution to discussion board due before seminar.

Tuesday, 26 July	Seminar 14: The liberal theory of justice	Rawls, John (1971; revised edition 1990). <a href="#">A Theory of Justice</a> . Cambridge, Mass.: Harvard University Press.	Contribution to CiteULike bibliography (plus critical summary in discussion board) due before seminar. Contribution to discussion board due before seminar.
Tuesday, 2 August	Seminar 15: A communitarian response to Rawls	Walzer, Michael (1983). <a href="#">Spheres of Justice: a Defense of Pluralism and Equality</a> . New York: Basic Books.	Contribution to discussion board due before seminar.
Tuesday, 9 August	Seminar 16: A communitarian response to Rawls	Walzer, Michael (1983). <a href="#">Spheres of Justice: a Defense of Pluralism and Equality</a> . New York: Basic Books.	Contribution to discussion board due before seminar.
Tuesday, 16 August	Seminar 17: A libertarian response to Rawls	Nozick, Robert (1974). <a href="#">Anarchy, State, and Utopia</a> . New York: Basic Books.	Contribution to CiteULike bibliography (plus critical summary in discussion board) due before seminar. Contribution to discussion board due before seminar.
Tuesday, 6 September	Seminar 18: A libertarian response to Rawls	Nozick, Robert (1974). <a href="#">Anarchy, State, and Utopia</a> . New York: Basic Books.	Contribution to discussion board due before seminar. Third draft of research essay due via e-mail by 5pm
Tuesday, 13 September	Seminar 19: A libertarian response to Rawls	Nozick, Robert (1974). <a href="#">Anarchy, State, and Utopia</a> . New York: Basic Books.	Contribution to discussion board due before seminar.

Tuesday, 20 September	Individual meetings	Class suspended. Work on your essay.	Contribution to CiteULike bibliography (plus critical summary in discussion board) due before usual seminar time. Contribution to discussion board due before usual seminar time.
Tuesday, 27 September	Individual meetings	Class suspended. Work on your essay.	Contribution to discussion board due before usual seminar time.
Tuesday, 4 October	Individual meetings	Class suspended. Work on your essay.	Contribution to discussion board due before usual seminar time.
Tuesday, 11 October	Individual meetings	Class suspended. Work on your essay.	Contribution to CiteULike bibliography (plus critical summary in discussion board) due before usual seminar time. Contribution to discussion board due before usual seminar time.
Friday, 14 October	Research essay due	No class. Research essay due.	Final draft of research essay due via e-mail by 5pm

The three weeks from Tuesday 20 September to Tuesday 11 October can be used for optional review meetings, additional meetings and individual consultations with the lecturer about the research essay; you should be writing and revising the bulk of your research essay during this period.