

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

POLITICAL SCIENCE AND INTERNATIONAL RELATIONS PROGRAMME

POLS 112: Introduction to Political Ideas

TRIMESTER 1 2013

4 March – 3 July 2013

Trimester dates

Teaching dates: 4 March to 7 June 2013

Easter break: 28 March to 3 April 2013

Mid-trimester break: 22–28 April 2013

Study week: 10–14 June 2013

Examination/Assessment Period: 14 June to 3 July 2013

Note: Students 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
www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds

Names and contact details

Course coordinator and lecturer: Xavier Márquez

Room No.: MY541

Email: Xavier.marquez@vuw.ac.nz

Office hours: By appointment (available most reasonable times when not teaching)

Find me also on twitter @marquezxavier. I write often on themes relevant to the course at
<http://abandonedfootnotes.blogspot.com>

Lecturer: Greta Snyder

Room No.: MY510

Email: greta.snyder@vuw.ac.nz

Office hours: Tuesday 1-3 pm

Class times and locations

Can be found on the Victoria website at:

<http://www.victoria.ac.nz/home/study/subjects/coursecatalogue>

It is advisable to check the above for any changes to the timetable programme.

Lecture Time: Monday, Tuesday, Friday, 12:00-12:50pm

Lecture Venue: Hugh McKenzie (HM) LT206

Tutorial/Seminar:

For Tutorial/Seminar times and venue see the website below

<http://www.victoria.ac.nz/timetables/2013%20Academic%20Timetable%2020121211.html>

Using S-Cubed:

Use your internet browser to go to: <https://signups.vuw.ac.nz>.

Use your normal *student login* and *password* to sign into S-Cubed.

Click on POLS 112, you will see info about your course and about the different tutorial sessions. Sign up to your preferred session by clicking on the “*sign up*” button.

Please note: If you do not sign up during the first week of trimester, you may be extremely limited in your choice of tutorial time. If you have problems please see the School Administrator, Murphy Building, 5th Floor, MY518

Teaching/learning summary

This course is taught by means of three weekly lectures of one hour each, one weekly tutorial of one hour, and an online component (primarily on the course website on Blackboard).

Students are expected to come to all lectures having done the required readings. The lectures supplement and clarify the ideas and readings discussed in the course, providing context and explaining difficult points. The lectures may include interactive exercises, such as formal debates, and reasonable participation is expected.

Tutorials are an essential component of the learning experience in this course. They are an occasion for students to raise questions and debate issues. To this end, the course fosters a learning environment of mutual respect. The ideas presented in this course range across the entire political spectrum and touch upon virtually every aspect of our political, social, and personal lives. Inevitably, students will be challenged or unsettled by some of the material. Such discomfort is a normal phase of the learning process. Students are expected to reflect critically upon all the ideas addressed in the lectures, tutorials, and readings. Criticism and argument should always be directed at the ideas, not at the person articulating them. Needless to say, students are encouraged to assess, develop, and defend their own ideas rigorously.

The online component of the course consists of fortnightly participation in a course discussion board. This ensures that the student will be generally engaged with the material covered in class and able to relate it to current events.

Communication of additional information

This course uses Blackboard and presumes that all enrolled students have valid myvuw.ac.nz addresses. Please check that this account is active and you have organised email forwarding. Additional information and any changes to the timetable or lecture and seminar programme will be advised by email, announced in lectures, and posted on the Course Blackboard site.

Course prescription

This course is an introduction to the language and concepts used in the study of politics. It examines the ideas that explain, justify and criticise the modern world. Students will gain familiarity with the ideologies of colonisation, nationalism, liberalism, and socialism as well as systems of ideas reacting critically to modernity - conservatism, the New Right, anarchism, religious fundamentalism and postmodernism, and those developed by social movements organising around sexuality and gender.

Course content

Political theorists aim to illuminate the features of the good state and the good society. In this course, we look at questions about state and society that have recently been vehemently debated in national and international political discourse. Each section of this course begins with a position paper – an essay or report in which a political actor or organization takes a position on a political question of current import. This paper is followed by related political theoretical writings that represent different ideological perspectives. You will use these political theoretical writings to develop a well-reasoned response to the important questions raised by the position papers. In addition to introducing you to different political ideologies, then, this course requires you to critically reflect on your political assumptions and develop your political commitments in a way that makes you a political theorist in your own right.

See below for a full schedule of lecture topics.

Learning objectives

Students who pass this course should be able to:

1. Define major political concepts such as authority, power, freedom, etc.
2. Understand the contours of ideologies that are prevalent in today's political landscape such as liberalism, egalitarianism, multiculturalism and nationalism.
3. Be able to discuss important political issues from different ideological perspectives.
4. Critically assess different ideological perspectives.
5. Develop cohesive and informed arguments in response to political questions.

Graduate attributes

As with all Political Science and International Relations courses, learning objectives of this course contribute to the attainment of specific attributes in the areas of logical and critical thinking, conceptual analysis and rational and ethical decision-making. For more details please consult our website <http://www.victoria.ac.nz/hppi/about/overview-of-the-school/psir-overview#grad-attributes>

Expected workload

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 200 hours to POLS112 throughout the trimester. This includes weekly attendance at lectures, and tutorials, completion of all set weekly readings and research and writing for set assessment tasks.

Readings

A course reader (student notes) with most required readings will be available for purchase at Vicbooks. All required readings will also be available via electronic reserves. These are:

1. Aristotle. 1984 [4th century BCE]. *The Politics*. Edited by Carnes Lord. Chicago: The University of Chicago Press. Book 1, Chapters 1-2, pp. 35-38, 1252a1-1253a37.
2. Weber, Max. 1994 [1919]. "The Profession and Vocation of Politics." In *Political Writings*. Cambridge: Cambridge University Press. Pp. 309-312, pp. 352-369.
3. Locke, John. 1988 [1690]. *Two Treatises of Government*. In *Cambridge Texts in the History of Political Thought*, edited by P. Laslett. Cambridge: Cambridge University Press. Chapters II-III, pp. 269-282; chapter IX, pp. 350-353.
4. Hume, David. 1985 [1777]. "Of the Original Contract." In *Essays: Moral, Political and Literary*, edited by E. F. Miller. Indianapolis: Liberty Fund.
5. Wolff, Robert Paul. 1970. *In Defense of Anarchism*. University of California Press. Chapter 1.
6. Lukes, Steven. 2005. *Power: A Radical View*. Palgrave Macmillan. Chapter I, pp. 14-38.
7. Foucault, Michel. 1982. "The Subject and Power." *Critical Inquiry* no. 8 (4): 777-795.
8. Puddington, Arch. 2012. *Freedom in the World 2012: The Arab Uprisings and Their Global Repercussions*. Freedom House.
9. Constant, Benjamin. 1816. "The Liberty of the Ancients Compared with that of the Moderns."
10. Przeworski, Adam. 2010. *Democracy and the Limits of Self-Government*. New York: Cambridge University Press. Pp. 1-16.
11. Mill, John Stuart. 1977 [1859]. *Considerations on Representative Government*. Edited by J. M. Robson. Vol. XIX, *The Collected Works of John Stuart Mill*. Toronto: University of Toronto Press. Chapter 3.
12. Dahl, Robert. 1989. *Democracy and its Critics*. New Haven: Yale University Press. Chapter 4.
13. Swift, Adam. 2006. *Political Philosophy: A Beginner's Guide for Students and Politicians*. Cambridge: Polity. Part 2: pp. 51-89.
14. The Salvation Army Social Policy and Parliamentary Unit. 2012. *The Growing Divide: A State of the Nation Report*. The Salvation Army of New Zealand, Fiji, and Tonga Territory. Pp. 37-49.
15. Rawls, John. 1985. "Justice as Fairness: Political not Metaphysical." *Philosophy & Public Affairs* no. 14 (3):223-251.
16. Nozick, Robert. 1968. *Anarchy, State, and Utopia*. New York: Basic Books. Chapter 7, pp. 149-164, 174-182.
17. Walzer, Michael. 1983. *Spheres of Justice: a Defense of Pluralism and Equality*. New York: Basic Books. Chapter 1, pp. 3-28.
18. Oakeshott, Michael. 1991 [1962]. "On Being Conservative." In *Rationalism in Politics and Other Essays*, edited by T. Fuller. Indianapolis: Liberty Fund.
19. Bush. 2001. Address to joint session of Congress, September 20. Pp. 1-8.

20. Hager. 2011. "World needs to step aside from retaliation, violence." *The Herald* (September 20). Pp. 1-3
21. Hersh. 2004. "Torture at Abu Ghraib." *The New Yorker* (May 10). Pp. 1-9
22. Braddock. 2009. "New Zealand government redeploys elite SAS troops to Afghanistan." *World Socialist Web Site* (August 12). Pp. 1-3
23. Green and Blitz. 2012. "Afghanistan fears early U.S. pull out." *The Financial Times* (February 2). Pp. 1-2.
24. Thucydides. [431 BCE]. "The Melian Dialogue." In *History of the Peloponnesian War*. Pp. 1-9.
25. Machiavelli. 1515; "An Exhortation To Liberate Italy From The Barbarians." In *The Prince*. Pp. 1-4
26. Montesquieu. "Book 1, Chapter 3: On Positive Laws," "Book 10, Chapter 2: On War," "Book 10, Chapter 3: On the Right of Conquest." In *The Spirit of the Laws*. Pp 1-7.
27. Mantena. 2012. "Another Realism: The Gandhian Politics of Non-Violence." *American Political Science Review*. Pp. 455-470.
28. Emerson. 1838. "War." Delivered as a Lecture in Boston. Pp. 1-9
29. Russell. 1915. "War and Non-Resistance." *The Atlantic Monthly*. Pp. 1-13.
30. Russell and Einstein. 2005. "The Russell-Einstein Manifesto: 50 Years On." *Spokesman*. Pp. 24-34.
31. Elstain. 2008. "What Is a Just War?" In *Just War Against Terror: The Burden of American Power in a Violent World*. New York: Basic Books. Pp. 46-58.
32. Orend. 2012. "Justice after War: Toward a New Geneva Convention." In *Ethics Beyond War's End*. Washington, D.C.: Georgetown University Press. Pp. 175-196.
33. Rompuy. 2010. "A Curtain Went Up - Ein Vorhang ging auf." 1st Annual Europe Address, Berlin, Germany (November 9). Pp. 1-10.
34. Barrington. 1997. "'Nation' and 'Nationalism': The Misuse of Key Concepts in Political Science." *PS: Political Science and Politics*. Pp. 712-716.
35. Miller. 2003. "In Defence of Nationality." In *Debates in Contemporary Political Philosophy: An Anthology*. Pp. 301-324.
36. Young. 2000. "Chapter 7: Self-Determination and Global Democracy." In *Inclusion and Democracy*. Oxford: Oxford University Press. Pp. 236-276.
37. McIntyre. 2003. "Is Patriotism a Virtue?" In *Debates in Contemporary Political Philosophy: An Anthology*. Pp. 286-300.
38. Nussbaum. 2002. "Patriotism and Cosmopolitanism." In *For Love of Country*. Beacon Press: Boston. Pp. 3-20
39. Gomberg. 1990. "Patriotism is Like Racism." *Ethics*. Pp. IX- 144-150.
40. Goldman. 1917. "Patriotism: A Menace to Liberty." Pp. 1-12.
41. Tolstoy. 1894. "On Patriotism." Pp. 1-18.
42. Rata, E. 2007. "Belonging to New Zealand." Keynote Presentation to the Creating Spaces, Teachers' Refresher Course Conference, Wellington, New Zealand. (July 2). Pp. 1-9

43. Kymlicka. 2012. "Multiculturalism: Success, Failure, and the Future." Transatlantic Council on Migration. Pp. 1-25.
44. Kymlicka. 1995. "Freedom and Culture." In *Multicultural Citizenship*. Oxford: Oxford University Press. Pp. 75-93.
45. Fraser. 1995. "From Redistribution to Recognition? Dilemmas of Justice in a Post-Soviet Age." *The New Left Review*. Pp. 68-93."
46. Okin. 1999. "Is Multiculturalism Bad for Women?" In *Is Multiculturalism Bad for Women?* Princeton: Princeton University Press. Pp. 1-12.
47. Wolin. 1969. "Political Theory as a Vocation." *The American Political Science Review*. Pp. 1077 (starting with "The Vocation of the Political Theorist") – 1082.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre Foyer from 11 February to 15 March 2013, while postgraduate textbooks and student notes will be available from vicbooks' new store, Ground Floor Easterfield Building, Kelburn Parade. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks, Easterfield Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to 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.

Assessment requirements

- A search strategies report, worth **2%** (learning objectives 4-5)
- Fortnightly discussion board posts **8%** (learning objectives 2-5)
- Two 1500 word essays, **each** worth **25%** (learning objectives 2-5)
- Final three hour examination, worth **40%** (learning objectives 1-4)

Search Strategies Report:

Each student must do the *Search Strategies* self-paced tutorial which will be distributed via Blackboard. At their tutorials in week 3 of the course (the week beginning **18 March**) students must hand in a Search Strategies Report. This is a one page summary of the electronic search tools and search paths used to obtain three references (one internet based; one from the library's online resources; and one from the library catalogue) relevant to their first essay. The *Search Strategies* self-paced tutorial will provide examples of and information about how to conduct such searches. The reports ought to detail for each of the three results what phrases were searched for, how search results were narrowed or filtered, and what database was selected. Each of the three brief search histories must end in the full citation of the final reference. **Reports must be handed in at your tutorial in Week 3.**

Fortnightly discussion board posts:

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 rather than to cram at the end for an exam or an essay. In order to further these objectives, this course requires fortnightly contributions to an online discussion board.

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 questions raised by the instructors;
- Discuss possible answers to various questions raised by other students;
- Summarize parts of the readings, and raise questions about them.

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

Students whose student IDs end in odd numbers will contribute to the discussion board on odd-numbered weeks; students whose IDs end in even numbers will contribute to the discussion board on even-numbered weeks. The deadline for all posts in a given week is 5 pm on Friday; no late posts will be counted.

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

- 0 points. No contribution to the discussion board, or very poor quality contribution.
- 0.5 points. Minimal contribution (e.g., minimal comment on another person's post in the discussion board, discussion board posts that do not show that you have done the reading or that are not sufficiently on topic)
- 1 point. Regular contributions (e.g., contributing study questions, answers to study questions, and other substantial contributions to the discussion board, raising or answering interesting questions in the discussion board, posts showing that you have done the reading for the week, etc.)
- 2 points. Exceptional contributions (e.g., excellent study questions or answers, outstanding participation in the discussion board, posts making an unusually perceptive point about one of the readings for the week, etc.)

You need to accumulate 8 points over the course of the trimester to obtain your full 8% mark for this assessment component. On average, therefore, you need to be accumulating a bit more than 1 point per fortnight (there are six opportunities for participation during the term), though you may miss a week occasionally. You will be given credit for all contributions you make; so, for example, if you end the term with 6 points, this will translate into 6% of your final grade.

Essays: The essays gauge your ability to craft a persuasive argument about a political issue and take into account different ideological perspectives. Each two week section of this course begins with a position paper that raises one or more questions about a contemporary political issue. Students will craft their essays in response to these questions (listed below). Essays must engage the position papers using the ideas and writers discussed in that section of the course.

Your first essay (due on Friday 19 April by midnight **ELECTRONICALLY** via Blackboard **ONLY**) should be written on one of the following questions:

1. Why are there states? Should there be states? (Alternatively: Is anarchism possible? Is the state justified?)
2. Find an example of an institution or situation and analyse the "power relations" structuring it. Make use of some of the ideas and readings introduced in the first section of the course. Who has power in the situation/institution, if anyone? What sorts of power relations are evident? Are these power relations problematic? If yes, in what respect? If not, why not?
3. Critically analyse the conceptions of freedom and democracy used by Freedom House. What sorts of conception are these? Is Freedom House correct to assume that freedom and democracy go together? Are the conceptions of freedom and democracy used by Freedom House justifiable?
4. Should governments promote "positive freedom"? Why or why not? Discuss the distinction between negative and positive freedom drawing on one or more of the authors discussed in the section on "Freedom and Equality".
5. Is income inequality unjust? (Alternatively: Is any level of income inequality unjust?) Drawing on one or more of the readings for the section of the course on "Equality and Justice," discuss whether the current level of inequality in New Zealand is unjust. Why or why not?
6. Is equality valuable? What is the point of equality? What kinds of equality should we care about today, if any?

Your second essay (due on Friday 7 June by midnight **ELECTRONICALLY** via Blackboard **ONLY**) should be written on one of the following questions:

1. Can War be just, and can New Zealand's participation in the War on Terror be deemed morally justifiable?
2. Is the nation state the best political form for New Zealand, or should New Zealanders embrace a supranational form of governance?
3. Should the peoples of New Zealand embrace or resist multiculturalism?

Students are advised to consult the Programme's *Essay Writing Guide* for advice on composing and referencing their essay. Essays **MUST** be submitted **ELECTRONICALLY ONLY** via the Blackboard course website by the due dates: **Friday 19 April** and **Friday 7 June**. All marked essays will be made available electronically via Blackboard, with comments.

Final examination:

The final examination will be closed book, comprehensive and will test your mastery of the key ideas and concepts from the course. The examination will consist of a mixture of short answer and essay questions; more details will be available closer to the examination time.

The examination period for the first trimester 2013 is from 14 June – 3 July 2013.

Penalties

Students will be penalised for late submission of assignments – **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 10 weekdays late can be accepted for mandatory course requirements but may not be marked. Penalties may be waived if there are valid grounds (for example, illness [presentation of a medical certificate will be necessary] or similar other contingencies). In all such cases, prior information will be necessary. Extensions on deadlines for written work will only be granted under exceptional circumstances.

Mandatory course requirements

To gain a pass in this course each student must:

- Submit the essays and assignments, on or by the specified dates and sit the final examination (subject to such provisions as are stated for late submission of work)
- Attend at least 6 tutorials

Return of marked course work

Essays will be returned electronically with comments via Blackboard.

Class representative

A class representative will be elected in the first week, 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>

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. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at 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 (See Section C).

Other useful information for students may be found at the Academic Office website, at www.victoria.ac.nz/home/about/avcacademic.

Lecture schedule

A more detailed version of this schedule, listing tutorial study questions and recommended readings, will be available on Blackboard.

Date	Lecture	Lecture study questions	Essential readings	Assignments and deadlines
Monday, March 4, 2013	Organization / Intro	None	No reading	
Section 1: Power and the State				
(5 March-15 March. Lecturer: Xavier Marquez)				
Tuesday, March 5, 2013	Power and the state	What is a state? What does it matter?	Aristotle. 1984 [4th century BCE]. <i>The Politics</i> . Edited by C. Lord. Chicago: The University of Chicago Press. Book I, chapters 1-2, pp. 35-38, 1252a1-1253a37. Weber, Max. 1994 [1919]. <i>The Profession and Vocation of Politics</i> . In <i>Political Writings</i> . Cambridge: Cambridge University Press. Pp. 309-312, pp. 352-369.	
Friday, March 8, 2013	The Social Contract Idea	Why are there states? Should there be states?	Locke, John. 1988 [1690]. <i>Two Treatises of Government</i> . In <i>Cambridge Texts in the History of Political Thought</i> , edited by P. Laslett. Cambridge: Cambridge University Press. Chapters II-III, pp. 269-282; chapter IX, pp. 350-353. Hume, David. 1985 [1777]. <i>Of the Original Contract</i> . In <i>Essays: Moral, Political and Literary</i> , edited by E. F. Miller. Indianapolis: Liberty Fund.	Discussion board contributions due by 5pm for people whose student IDs end in an ODD number (1,3,5,7,9).
Monday, March 11, 2013	The Social Contract Idea	Why not anarchism?	Wolff, Robert Paul. 1970. In <i>Defense of Anarchism</i> . University of California Press. Chapter 1.	

Tuesday, March 12, 2013	Power beyond the state	What is power? Is state power the most important form of power? Is power a "problem"?	Lukes, Steven. 2005. Power: A Radical View: Palgrave Macmillan. Chapter I, pp. 14-38.	
Friday, March 15, 2013	Power beyond the state	What forms does power take today? Is power a "problem"?	Foucault, Michel. 1982. "The Subject and Power." Critical Inquiry no. 8 (4):777-795. doi: 10.2307/1343197.	Discussion board contributions due by 5pm for people whose student IDs end in an EVEN number (0,2,4,6,8).
Section 2: Freedom and Democracy				
(18 March - 26 March. Lecturer: Xavier Marquez)				
Monday, March 18, 2013	Freedom and democracy	What is democracy? Does freedom have anything to do with democracy?	Position paper: Puddington, Arch. 2012. Freedom in the World 2012: The Arab Uprisings And Their Global Repercussions. Freedom House.	Hand in search search strategies report in your tutorial THIS WEEK
Tuesday, March 19, 2013	Freedom and democracy	What is democracy? Does freedom have anything to do with democracy?	Constant, Benjamin. 1816. The Liberty of the Ancients Compared with that of the Moderns. Przeworski, Adam. 2010. Democracy and the Limits of Self- Government, Cambridge Studies in the Theory of Democracy. New York: Cambridge University Press. Pp. 1-16.	
Friday, March 22, 2013	Democracy and its alternatives	Is democracy valuable? Why or why not?	Mill, John Stuart. 1977 [1859]. Considerations on Representative Government. Edited by J. M. Robson. Vol. XIX, The Collected Works of John Stuart Mill. Toronto: University of Toronto Press. Chapter 3. Dahl, Robert.	Discussion board contributions due by 5pm for people whose student IDs end in an ODD number (1,3,5,7,9).

			1989. Democracy and its Critics. New Haven: Yale University Press. Chapter 4.
Monday, March 25, 2013	Democracy and its alternatives	Are there alternatives to democracy that secure justice, equality, or other goods?	Same as previous
Tuesday, March 26, 2013	Conceptions of freedom: positive and negative	Is the distinction between "positive" and "negative" freedom useful?	Swift, Adam. 2006. Political Philosophy: A Beginner's Guide for Students and Politicians. Cambridge: Polity. Part 2: pp. 51-89.
Thursday, March 28, 2013	Extended Easter Break. No class.		
Section 3: Equality and Justice			
(5 April - 19 April. Lecturer: Xavier Marquez)			
Friday, April 5, 2013	Justice and equality	Is income inequality unjust?	Position Paper: The Salvation Army Social Policy and Parliamentary Unit. 2012. The Growing Divide: A State of the Nation Report. The Salvation Army of New Zealand, Fiji, and Tonga Territory. Pp. 37-49. Discussion board contributions due by 5pm for people whose student IDs end in an EVEN number (0,2,4,6,8).
Monday, April 8, 2013	A liberal conception of justice	What is justice? Why do we disagree about justice?	Rawls, John. 1985. "Justice as Fairness: Political not Metaphysical." Philosophy & Public Affairs no. 14 (3):223-251. doi: 10.2307/2265349.
Tuesday, April 9, 2013	A liberal conception of justice	Are there principles of justice that can be justified to all?	Same as previous
Friday, April 12, 2013	A libertarian alternative	What is the main point of contention between Nozick and Rawls? How "historical" does a theory of justice need to be?	Nozick, Robert. 1968. Anarchy, State, and Utopia. New York: Basic Books. Chapter 7, pp. 149-164, 174-182. Discussion board contributions due by 5pm for people whose student IDs end in an ODD number (1,3,5,7,9).

Monday, April 15, 2013	A communitarian perspective	Where should we start arguing about justice, according to Walzer?	Walzer, Michael. 1983. Spheres of Justice: a Defense of Pluralism and Equality. New York: Basic Books. Chapter 1, pp. 3-28.
Tuesday, April 16, 2013	Equality and justice	Is equality valuable? What is the point of equality? What kinds of equality do we care about?	Same as previous
Friday, April 19, 2013	Conservatism and justice	Is there a distinctively conservative approach to questions of justice?	Oakeshott, Michael. 1991 [1962]. On Being Conservative. In Rationalism in Politics and Other Essays, edited by T. Fuller. Indianapolis: Liberty Fund. Discussion board contributions due by 5pm for people whose student IDs end in an EVEN number (0,2,4,6,8).
Friday, April 19, 2013	Essay 1 due by midnight via Blackboard ONLY		
Monday, April 22, 2013	Mid-trimester break. No class		
Section 4. Morality and War			
(29 April - 10 May. Lecturer: Greta Snyder)			
Monday, April 29, 2013	Morality and war	What considerations do these different figures assume to be or identify as important in determining whether the war on terror can be deemed "just"?	Bush. 2001. Address to joint session of Congress, September 20. Pp. 1-8; Hager. 2011. "World needs to step aside from retaliation, violence." The Herald (September 20). Pp. 1-3; Hersh. 2004. "Torture at Abu Ghraib." The New Yorker (May 10). Pp. 1-9; Braddock. 2009. "New Zealand government redeploys elite SAS troops to Afghanistan." World Socialist Web Site (August 12). Pp. 1-3; Green and Blitz. 2012. "Afghanistan fears early U.S. pull out." The Financial Times (February 2). Pp. 1-2.

Tuesday, April 30, 2013	Realism	What role do realists believe moral considerations should play in determining whether or not a collective goes to war? Why?	Thucydides. 431 (BCE). "The Melian Dialogue." In History of the Peloponnesian War. Pp. 1-9; Machiavelli. 1515; "An Exhortation To Liberate Italy From The Barbarians." In The Prince. Pp. 1-4; Montesquieu. "Book 1, Chapter 3: On Positive Laws," "Book 10, Chapter 2: On War," "Book 10, Chapter 3: On the Right of Conquest." In The Spirit of the Laws. Pp 1-7.	
Friday, May 3, 2013	Another Realism	How does "Gandhian realism" differ from the realism of the Athenians, Machiavelli and Montesquieu? What might Ghandi say about the morality of the war on terror?	Mantena. 2012. "Another Realism: The Gandhian Politics of Non-Violence." American Political Science Review. Pp. 455-470.	Discussion board contributions due by 5pm for people whose student IDs end in an ODD number (1,3,5,7,9).
Monday, May 6, 2013	Pacifism	In what ways does pacifism differ from Ghandian realism? From other realist perspectives?	Emerson. 1838. "War." Delivered as a Lecture in Boton. Pp. 1-9; Russell. 1915. "War and Non-Resistance." The Atlantic Monthly. Pp. 1-13; Russell and Eistein. 2005. "The Russell-Einstein Manifesto: 50 Years On." In Spokesman. Pp. 24-34.	
Tuesday, May 7, 2013	Just War Theory: Jus ad bellum and Jus in bello	According to just war theorists, what characteristics does a war have to have in order to be considered just?	Elshtain. 2008. "What Is a Just War?" In Just War Against Terror: The Burden of American Power in a Violent World. New York: Basic Books. Pp. 46-58.	
Friday, May 10, 2013	Just War Theory: Jus post bellum	What is jus post bellum and how is it related to jus ad bellum and jus in bello?	Orend. 2012. "Justice after War: Toward a New Geneva Convention." In Ethics Beyond War's End. Washington, D.C.:	Discussion board contributions due by 5pm for people whose student IDs end

			Georgetown University Press. Pp. 175-196.	in an EVEN number (0,2,4,6,8).
Section 5. Nationalism and Patriotism				
(13 May-24 May. Lecturer: Greta Snyder)				
Monday, May 13, 2013	Nationalism	Does Rompuy believe that nationalism and patriotism should be encouraged in today's increasingly interconnected world? What's the difference between nationalism and patriotism?	Rompuy. 2010. "A Curtain Went Up - Ein Vorhang ging auf." 1st Annual Europe Address, Berlin, Germany (November 9). Pp. 1-10; Barrington. 1997. "'Nation' and 'Nationalism': The Misuse of Key Concepts in Political Science." PS: Political Science and Politics. Pp. 712-716.	
Tuesday, May 14, 2013	Liberal Defense of Nationalism	What are the benefits associated with the political form of the nation?	Miller. 2003. "In Defence of Nationality." In Debates in Contemporary Political Philosophy: An Anthology. Pp. 301-324.	
Friday, May 17, 2013	Tempered Nationalism	What normative concerns does Young raise about pro-nationalism arguments? Does the nation have a place in the world Young envisions?	Young. 2000. "Chapter 7: Self-Determination and Global Democracy." In Inclusion and Democracy. Oxford: Oxford University Press. Pp. 236-276.	Discussion board contributions due by 5pm for people whose student IDs end in an ODD number (1,3,5,7,9).
Monday, May 20, 2013	Communitarians on Patriotism	Why does McIntyre consider patriotism a virtue? What light does this argument shed on communitarianism?	McIntyre. 2003. "Is Patriotism a Virtue?" In Debates in Contemporary Political Philosophy: An Anthology. Pp. 286-300.	

Tuesday, May 21, 2013	Cosmpolitanism and Patriotism	What concerns do advocates of cosmopolitanism have about patriotism?	Nussbaum. 2002. "Patriotism and Cosmopolitanism." In For Love of Country. Beacon Press: Boston. Pp. 3-20; Gomberg. 1990. "Patriotism is Like Racism." Ethics. Pp. IX- 144-150.	
Friday, May 24, 2013	Anarchist Perspectives on Patriotism	What criticisms have anarchists levelled against patriotism and what motivates these criticisms?	Goldman. 1917. "Patriotism: A Menace to Liberty." Pp. 1-12; Tolstoy. 1894. "On Patriotism." Pp. 1-18.	Discussion board contributions due by 5pm for people whose student IDs end in an EVEN number (0,2,4,6,8).
Section 6. Multiculturalism				
(27 May - 6 May. Lecturer: Greta Snyder)				
Monday, May 27, 2013	Multiculturalism	What is multiculturalism? What do "multicultural" states look like? Is multiculturalism waning?	Rata, E. 2007. "Belonging to New Zealand." Keynote Presentation to the Creating Spaces, Teachers' Refresher Course Conference, Wellington, New Zealand. (July 2). Pp. 1-9; Kymlicka. 2012. "Multiculturalism: Success, Failure, and the Future." Transatlantic Council on Migration. Pp. 1-25.	
Tuesday, May 28, 2013	Liberal Perspectives on Multiculturalism	On what basis does Kymlicka support special rights and privileges for minority cultural groups in a liberal state?	Kymlicka. 1995. "Freedom and Culture." In Multicultural Citizenship. Oxford: Oxford University Press. Pp. 75-93.	
Friday, May 31, 2013	Socialist Perspectives on Multiculturalism	What concerns might socialists have about multiculturalism? Why would they have these concerns? Does Fraser support or condemn multiculturalism?	Fraser. 1995. "From Redistribution to Recognition? Dilemmas of Justice in a Post-Soviet Age." The New Left Review. Pp. 68-93.	Discussion board contributions due by 5pm for people whose student IDs end in an ODD number (1,3,5,7,9).

Monday, June 3, 2013	Queen's Birthday holiday. No class.		
Tuesday, June 4, 2013	Feminist Perspectives on Multiculturalism	Why does Okin believe multiculturalism to be "bad for women"? Are feminism and multiculturalism necessarily in tension with one another?	Okin. 1999. "Is Multiculturalism Bad for Women?" In <i>Is Multiculturalism Bad for Women?</i> Princeton: Princeton University Press. Pp. 1-12.
Conclusion			
Friday, June 7, 2013	Conclusion	What is political theory? Why does political science need political theory? Why is it important that politicians and citizens be able to engage in political theorizing?	Wolin. 1969. "Political Theory as a Vocation." <i>The American Political Science Review</i> . Pp. 1077 (starting with "The Vocation of the Political Theorist") – 1082. Discussion board contributions due by 5pm for people whose student IDs end in an EVEN number (0,2,4,6,8).
Friday, June 7, 2013	Essay 2 due by midnight via Blackboard ONLY		