ARTS3368 Course Outline

School of Humanities and Languages

ARTS3368 Advanced Social and Political Philosophy
Semester 2, 2015

Diego Rivera, Sueño de una tarde dominical en la Alameda Central (1946-47)

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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Name</th>
<th>Assoc. Prof. James Phillips</th>
</tr>
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<tbody>
<tr>
<td>Room</td>
<td>Morven Brown 369</td>
</tr>
<tr>
<td>Phone</td>
<td>9385 2987</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:j.phillips@unsw.edu.au">j.phillips@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Fridays 1-2 pm (for other times, e-mail to make an appointment)</td>
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2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
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<tbody>
<tr>
<td>Course Description</td>
<td>This course works through a varied series of texts from throughout the history of Western social and political philosophy. The thinkers examined are Plato, Thomas Aquinas, Immanuel Kant, the Marquis de Sade, Pyotr Kropotkin, Sigmund Freud, Carl Schmitt, Hannah Arendt, Giorgio Agamben, Jacques Derrida, Jürgen Habermas and Jean-Luc Nancy. Topics include definitions of the human, the nature of monarchy, republicanism, domestic and international peace, states of emergency, legitimacy, the relations between philosophy and politics, citizenship and statelessness, sovereignty, liberalism and democracy.</td>
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<thead>
<tr>
<th>Course Aims</th>
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<tbody>
<tr>
<td>1. To come to a critical appreciation of a range of thinkers in social and political philosophy</td>
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<tr>
<td>2. To reflect on and debate key philosophical approaches to the problems and possibilities of political and social organisation</td>
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<td>3. To build on the historical approach to political philosophy offered in the School’s second-year political philosophy course (ARTS2384)</td>
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<tr>
<th>Student Learning Outcomes</th>
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<tr>
<td>1. Identify primary concerns and key concepts in the history of social and political philosophy</td>
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<td>2. Apply critical and conceptual thought to existing and proposed institutions</td>
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<tr>
<td>3. Evaluate the strengths and weaknesses of different approaches within social and political philosophy</td>
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<tr>
<td>4. Display skills associated with scholarly inquiry in the discipline of philosophy, such as information literacy, critical analysis, argument and written expression</td>
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<tr>
<th>Graduate Attributes</th>
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<tbody>
<tr>
<td>1. Rigorous in analysis, critique and reflection</td>
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<tr>
<td>2. Capable of effective communication</td>
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<td>3. Capable of life-long learning</td>
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<tr>
<td>4. Culturally aware and capable of respecting diversity and acting in socially just/responsible ways</td>
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</table>
3. Learning and Teaching Rationale

The course is structured around weekly readings, lectures and tutorial discussions. Preparation by reading the set texts is crucial for successful participation in the course. A philosophical text rarely gives up its insights on the first reading: patience and reflection are needed for the encounter with the history of philosophy. Coming to a better understanding of a philosophical problem or position is often a collective exercise: we should be willing to run with one another’s ideas, put them to the test, clarify one another’s misgivings, acknowledge the force of one another’s criticisms, etc. As the fame of a philosophical text by no means converts into a transparent intelligibility for the culture in which it is famous, we must learn to suspend our preconceptions and prejudices in our efforts to understand a work from the past. Debating the sense of a work with other readers is a valuable means to testing the limitations and advantages of our different points of view. By learning to be critical of ourselves we learn also how to be critical of the tradition in which we find ourselves.

4. Teaching Strategies

Lectures are held weeks 1 - 12.
Thursday 10 am - 12 noon, Mathews 310.
Lecture notes will be posted on Moodle.
Tutorials begin in week 2 and run to week 13.
Thursday 1 - 2 pm, Mathews 113.
Students are advised to read the set texts for the week before coming to class.
Tutorials will be devoted to the set readings covered in the lectures of the preceding week.

5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
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<tbody>
<tr>
<td>Weekly text analyses</td>
<td>150 words/week</td>
<td>15%</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>Every tutorial</td>
</tr>
<tr>
<td>Essay 1</td>
<td>2000 words</td>
<td>40%</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>18 September</td>
</tr>
<tr>
<td>Essay 2</td>
<td>2500 words</td>
<td>45%</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>23 October</td>
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</table>

Weekly text analyses: 150 words X 12. Percentage of total mark: 15%
Due date: Every Thursday tutorial, weeks 2-13.
After reading the text set for the week and before the tutorial the following week, write up to 150 words in which you identify problems with the author’s argument or ideas that you wish to extend or apply. The task is not about how well you can summarise another’s work. Be prepared to take a position (which might be a doubt you have about the meaning or direction or effect of a given passage) and to provide reasons for it.
Hand in the text analysis to the course convenor, who will write feedback on it and return it the following week. No mark will be given for individual submissions. The overall mark will not necessarily be an aggregate (patchy excellence, clear improvement and consistent high quality will all be rewarded).

Rationale for Weekly Text Analyses
This assessment task is intended to help develop a focussed approach to the reading of philosophical texts. It is an opportunity for the course convenor to provide feedback on your progress in advance of the census date.

First Essay: 2,000 words. Percentage of total mark: 40%
Due date: Friday 18 September (week 8).
Essay topics:
1) Compare and evaluate Aquinas’s and Kant’s conceptions of monarchy.
2) Compare and evaluate Sade’s and Kropotkin’s approaches to the question of law.
3) Plato and Freud offer different myths of the beginnings of human society. Provide a critical analysis of one or the other or both of these myths.
4) Discuss and evaluate Schmitt’s and Arendt’s contrasting appraisals of the political role of the absolute.

Second Essay: 2,500 words. Percentage of total mark: 45%
Due date: Friday 23 October (week 12).

Essay topics:
1) Agamben and Derrida differ in their understanding of sovereignty. Evaluate the strengths and weaknesses of their respective positions.
2) Habermas and Nancy differ in their understanding of democracy. Evaluate the strengths and weaknesses of their respective positions.
3) What is and/or should be political philosophy’s relationship to contemporary politics? Draw on up to four of the thinkers covered in the course in your answer.

Students are welcome to devise their own topics but must obtain the course convenor’s approval of the topic prior to submission.

Rationale for Essays
Successful completion of the essays will help you to develop a number of the attributes that UNSW expects of its graduates, most notably scholarly methods, critical thinking, independent learning and effective communication skills.

Assessment Rubric/Essay Standards

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<tr>
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<th>HD</th>
<th>DN</th>
<th>CR</th>
<th>PS</th>
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<tr>
<td><strong>Exposition of issues</strong></td>
<td>Conveys in a coherent manner a clear and profound comprehension of the issues.</td>
<td>Conveys in a coherent manner a clear comprehension of the issues.</td>
<td>Conveys in a coherent manner a comprehension of the issues.</td>
<td>Conveys a comprehension of the issues.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Exhibits skills associated with the philosophical analysis of texts, offering innovative and insightful interpretations.</td>
<td>Exhibits skills associated with the philosophical analysis of texts, showing independence of thought.</td>
<td>Exhibits some skills associated with the philosophical analysis of texts.</td>
<td>Exhibits some reflection on the issues covered.</td>
</tr>
<tr>
<td><strong>Disciplinary conventions</strong></td>
<td>Demonstrates detailed attention to and successful execution of a wide range of conventions particular to the academic essay in philosophy, including organisation, content,</td>
<td>Demonstrates consistent use of important conventions particular to the academic essay in philosophy, including organisation, content, presentation, referencing, formatting and</td>
<td>Follows expectations appropriate to philosophy and the academic essay for basic organisation, content, and presentation.</td>
<td>Attempts to use a consistent system for basic organisation and presentation.</td>
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</table>
**Please Note:** The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at:  
https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

**Grades**

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://student.unsw.edu.au/grades

**Submission of Assessment Tasks**

All written work must be uploaded by the assigned date and time via Turnitin on the Moodle page for this course.

Assignments must be submitted before 4:00 pm on the due date. Assignments received after this time will be marked as having been received late.

**Late Submission of Assignments**

The Arts and Social Sciences late submissions guidelines state the following:
• An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

• The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.

• Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

• Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course, a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

The complete Arts and Social Sciences Extension Guidelines can be read here.

If you wish to request an extension for submission of an assessment task you need to do so via myUNSW using the Special Consideration section. You will need to submit documentary evidence in support of your request.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

• A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.

• If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

CRICOS Provider Code 00098G
• Where practical, a student's attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

• A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

• If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

• Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

• If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

• A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

• A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

• A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

• The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

• A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. Academic Honesty and Plagiarism
Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

### Course Schedule

<table>
<thead>
<tr>
<th>Lecture date</th>
<th>Author</th>
<th>Readings</th>
</tr>
</thead>
</table>
24 September
Agamben

8 October
Derrida

15 October
Habermas

22 October
Nancy

In week 13 there will be no lecture on 29 October, but there will be a tutorial in the afternoon.

### 11. Course Resources

#### Textbook Details
The primary texts for the course are available as electronic readings through Moodle, either as a pdf or via a link to UNSW library.

#### Suggested Further Readings

**Plato:**

**Aquinas:**
- Matthew D. Wright, “The Aim of Law and the Nature of Political Community: An
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Journal / Book</th>
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<tbody>
<tr>
<td>Nancy and Marquis de Sade</td>
<td></td>
<td></td>
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<tr>
<td>Gideon Bachmann</td>
<td>“ Pasolini on de Sade: An Interview during the Filming of The 120</td>
<td>Film Quarterly 29, no. 2 (1975): 39-45.</td>
</tr>
<tr>
<td>Julie C. Hayes</td>
<td>“ Aristocrate ou democrate? Vous me le direz’: Sade’s Political</td>
<td></td>
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<tr>
<td>Pierre Klossowski</td>
<td>“ Sade, or the Philosopher-Villain”</td>
<td>SubStance 15, no. 2 (1986): 5-25.</td>
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<tr>
<td>Services</td>
<td></td>
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**Freud:**


**Schmitt:**


Seyla Benhabib, “Carl Schmitt’s Critique of Kant”, *Political Theory* 40, no. 6 (2012): 688-713.


**Arendt:**

Miguel Abensour, “Against the Sovereignty of Philosophy over Politics: Arendt’s Reading..."


**Agamben:**


**Derrida:**


208-25.


**Habermas:**


**Nancy:**


Students are strongly advised to venture beyond these recommendations. An
engagement with the secondary literature will assist students in orienting their own interpretations of the primary texts covered in the course. Each of the thinkers with whom we will be dealing is the subject of a vast secondary literature that continues to grow. It is a feature of an academic essay that a position is adopted in relation to previous commentaries.

**Websites**

Students seeking resources can also obtain assistance from the UNSW Library. One starting point for assistance is:

http://info.library.unsw.edu.au/web/services/services.html

The database “Philosopher’s Index” is one recommended research tool for exploring the scholarly literature on social and political philosophy.

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**12. Course Evaluation and Development**

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

**13. Student Support**

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:

http://www.lc.unsw.edu.au

**14. Grievances**

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at:

https://student.unsw.edu.au/complaints

**15. Other Information**

**myUNSW**

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

https://my.unsw.edu.au

https://my.unsw.edu.au/student/atoz/ABC.html

**OHS**

UNSW’s Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

https://www.ohs.unsw.edu.au/
**Special Consideration**

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: [https://student.unsw.edu.au/special-consideration](https://student.unsw.edu.au/special-consideration)

**Student Equity and Disabilities Unit**

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: [http://www.studentequity.unsw.edu.au/](http://www.studentequity.unsw.edu.au/)

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.