School of Humanities and Languages

ARTS2384
Political Philosophy: Utopia, Violence & Free Speech
Semester 1, 2017

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Las Adelitas of the Mexican Revolution, 1911

CRICOS Provider Code 00098G
1. Course Staff and Contact Details
Course Convenor

<table>
<thead>
<tr>
<th>Name</th>
<th>Assoc. Prof. James Phillips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room</td>
<td>Morven Brown 369</td>
</tr>
<tr>
<td>Phone</td>
<td>9385 2987</td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Fridays, 10-11 (for other times, e-mail to make an appointment)</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:j.phillips@unsw.edu.au">j.phillips@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

2. Course Details

Units of Credit (UoC) | 6
Course Description   | Historical introduction to political philosophy by means of close readings of texts by Thomas Hobbes (1588-1679), John Locke (1632-1704) and Hannah Arendt (1906-75). Topics covered will include: the nature of political philosophy, the relation between moral, religious and political values, the justification and limits of state authority, ideas of social contract, consent, power, rights, property, freedom, democracy, mechanisms of political change and conceptions of the public political sphere.

Learning Outcomes

1. Identify and understand the theories and arguments of some of the major European political philosophers
2. Apply critical and conceptual thought to existing and proposed political institutions
3. Evaluate the strengths and weaknesses of different approaches within political philosophy
4. Display skills associated with scholarly inquiry in the discipline of political philosophy, such as information literacy, critical analysis, argument and written expression
5. Build on students' existing knowledge of the history of philosophy

3. Course Schedule

To view course timetable, please visit: http://www.timetable.unsw.edu.au/

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>27/2/17</td>
<td>Hobbes</td>
<td>What is Political</td>
<td>No tutorials</td>
<td>Hobbes, Leviathan, pp. 75-149</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Philosophy?</td>
<td>in week 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Political Union</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Times</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/4/17</td>
<td>No class</td>
<td></td>
<td></td>
<td>Public Holiday</td>
</tr>
</tbody>
</table>

Mid-Semester Break

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>24/4/17</td>
<td>Locke</td>
<td>Limited Government</td>
<td>Locke I</td>
<td>Locke, Second Treatise, pp. 57-112</td>
</tr>
</tbody>
</table>
Tutorials begin in week 2 and deal with the lecture material and reading from the previous week. As there is no class in week 7 on account of the Good Friday public holiday, there will be a lecture in week 13.

4. Course Resources

Textbook Details
There are three required texts for this course. All are available for purchase from the UNSW Bookshop.


Additional Readings

Suggested further reading on Hobbes:
Suggested further reading on Locke:

Suggested further reading on Arendt:
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 three 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 political philosophy.

5. Learning and Teaching Rationale and Strategies

Lectures are held weeks 1-6, 8-13.
Friday 12 noon - 2 pm, Morven Brown LG2.
Lecture notes will be posted on Moodle.
Tutorials begin in week 2 and run to week 13.
Friday 3 - 4 pm, John Goodsell LG19.
Students are advised to read the set texts for the week before coming to class, including week 1.
Tutorials will be devoted to the set readings covered in the lectures of the preceding week.

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. The challenge of understanding a text from the history of philosophy requires both sympathy and suspicion. It requires sympathy because in order to find our feet in a text we have to put aside our own philosophical preoccupations and orient ourselves with regard to the problem that the text sets itself. If we are sympathetic, we will not let ourselves stop too soon, judging the text by what we are inclined to find implausible, fallacious or insignificant. Without such sympathy we are at risk of never being able to step back from our own prejudices and the prejudices of our age: sympathy on one front can thus motivate critique on another. Yet sympathy turns into credulousness or condescension toward the philosophical text if it is carried too far. The text, inasmuch as it is philosophical, wants us to be suspicious and to judge it by how well it addresses the problem it lays out.
The history of philosophy is, for philosophy, never something done and dusted, since new interpretations keep arising in response to perceived disproportions between later readers' sympathy and suspicion. In this context of open-ended engagement, the history of philosophy is not so much a store of solutions to which we can resort or a cautionary tale about blind alleys as it is a means of throwing our current conceptions off balance as we attempt to arrive at truth and understanding.

What the three political thinkers we will be studying in the course have in common is that they all wrote in English. From there their paths diverge, for whereas Hobbes offers a philosophical defence of absolutist government, Locke advocates setting limits to government in the name of private property and Arendt champions a participatory and pluralist political realm. From an engagement with their thought, students can expect an initial orientation in the Anglophone tradition of political philosophy.

### 6. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Due Date</th>
<th>Submitted in Moodle? (Yes/ No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay on Hobbes</td>
<td>1,600 words</td>
<td>30%</td>
<td>1, 2, 3, 4, 5</td>
<td>8 April</td>
<td>Yes</td>
</tr>
<tr>
<td>Essay on Locke</td>
<td>1,600 words</td>
<td>30%</td>
<td>1, 2, 3, 4, 5</td>
<td>12 May</td>
<td>Yes</td>
</tr>
<tr>
<td>Essay on Arendt*</td>
<td>1,600 words</td>
<td>30%</td>
<td>1, 2, 3, 4, 5</td>
<td>26 May</td>
<td>Yes</td>
</tr>
<tr>
<td>Moodle Posts</td>
<td>500 words</td>
<td>10%</td>
<td>1, 2, 3, 4, 5</td>
<td>26 May</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* This is the final assessment task for attendance purposes.

**Please Note:** If students attend less than 80% of their classes, they may be refused final assessment. See “Attendance and Absence” for details of attendance requirements.

90% of the course mark is drawn from three academic essays that students will need to write on the three thinkers dealt with in the course. Students are welcome to devise their own topics but must obtain the course convenor’s approval of the topic prior to submission.

First Essay: 1,600 words. Percentage of total mark: 30%
Topic: Hobbes
Due date: Friday **8 April** (week 6).

Essay questions:
1) Is security the purpose of the modern state? Discuss and evaluate Hobbes’s arguments and motivations for this position.
2) Hobbes has been aligned with liberalism on account of the role he gives to individual consent and with absolutism on account of the unchecked power he gives to the sovereign. Discuss the apparent contradiction.
3) Hobbes is a thinker who responding to the times in which he lived shaped the centuries that followed. Make a case for the relevance or irrelevance of his work.

Second Essay: 1,600 words. Percentage of total mark: 30%
Topic: Locke
Due date: Friday **12 May** (week 10).

Essay questions:
1) Examine Locke’s arguments for limited government.
2) Investigate the role of property in Locke’s political philosophy.
3) What kind of state respects religious freedom? What kind of religion is separate from the state?

Third Essay: 1,600 words. Percentage of total mark: 30%
Topic: Arendt
Due date: Friday **26 May** (week 12).

Essay questions:
1) Arendt privileges the revolutionary in her rehabilitation of political action. Why? Is she right to do so?
3) Why does Arendt consider the American Revolution a success? Assess her reasons.

**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

<table>
<thead>
<tr>
<th></th>
<th>HD</th>
<th>DN</th>
<th>CR</th>
<th>PS</th>
</tr>
</thead>
<tbody>
<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 a comprehension of the issues.</td>
<td></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, presentation, referencing, formatting and stylistic choices.</td>
<td>Demonstrates consistent use of important conventions particular to the academic essay in philosophy, including organisation, content, presentation, referencing, formatting and stylistic choices.</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>
</tr>
<tr>
<td><strong>Citations and quotations</strong></td>
<td>Demonstrates critically reflective use of relevant sources to advance argument.</td>
<td>Demonstrates reflective use of relevant sources to support position.</td>
<td>Demonstrates an attempt to use relevant sources to support position.</td>
<td>Demonstrates an attempt to use sources to support ideas in the essay.</td>
</tr>
<tr>
<td><strong>Syntax,</strong></td>
<td>Uses graceful</td>
<td>Uses</td>
<td>Uses language</td>
<td>Uses language</td>
</tr>
</tbody>
</table>
Moodle Posts. Percentage of total mark: 10%
Students are required to post a total of three contributions to the discussion fora on Moodle by the end of the semester.
Topics for the discussion forum will be drawn up each week in the tutorial and posted by the course convenor. It is unwise to leave it until the end of the semester to begin posting. The purpose of the activity is to hone one’s ideas regarding the readings and to continue the discussions that we will be having in the tutorials. The texts we will be reading are full of difficult ideas and arguments and we should be prepared to help and to challenge one another in our attempts to come to grips with them.
Each post should be between 100-150 words and demonstrate an engagement with the reading. The task does not involve writing a summary of the reading. Showing that you have done the reading is not necessarily the same as showing that you have understood it. If you can say what it is about a text that you find confusing, you will be demonstrating your engagement with it. You may find that you are able to make a better contribution by responding to someone else’s post rather than to the discussion topic directly.

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 learning outcomes 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:


Submission of Assessment Tasks

Assignments must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au/). You must use your zID login to submit your assignments in Moodle.

Refer to the section “Course Assessment” for details of assessment tasks that are to be submitted via Moodle.

** Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.

When you submit your assignment electronically, you agree that:

| Punctuation and vocabulary | language that communicates meaning with clarity and fluency and is virtually error-free. | straightforward language that generally conveys meaning to readers. The language in the essay has few errors. | that generally conveys meaning to readers with clarity, although writing may include some errors. | that sometimes impedes meaning because of errors in usage. |
I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedures. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00 am – 10:00 pm on weekdays and 9:00 am – 5:00 pm on weekends (365 days a year).

If you are unable to submit your assignment because of a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

**Late Submission of Assignments**

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless Special Consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a ‘day’ is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00 pm on 13 May 2016 at 4:10 pm on 14 May 2016 will incur a deduction of 10%.

  **Task with a non-percentage mark**

  If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

  Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student’s mark is therefore 17 – [25 (0.05 x 3)] = 13.25.

  **Task with a percentage mark**
If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore 68 – 15 = 53

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;

- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in essential component of the course.

### 7. Attendance and Absence

The UNSW Policy on Class Attendance and Absence can be viewed at: [https://student.unsw.edu.au/attendance](https://student.unsw.edu.au/attendance)

The Faculty of Arts and Social Sciences guidelines on attendance and absence can be viewed at: [https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/)

From time to time, the Course Authority may vary the attendance requirements of a course. It is the students’ responsibility to ensure that they are familiar with the specific attendance requirements stipulated in the course outline for each course in which they are enrolled.

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Students who seek to be excused from attendance or for absence must apply to the Course Authority in writing. In such situations, the following rules relating to attendances and absences apply.

**In this course, students must attend at least 80% of lectures (10 out of 12 lectures). Students must attend at least 80% of tutorials (10 out of 12 tutorials).**

A student who attends less than eighty per cent of the classes within a course may be refused final assessment. The final assessment in this course is identified under “Course Assessment”.

In the case of illness or of absence for some other unavoidable cause students may be excused for non-attendance at classes for a period of not more than one month (i.e., 33%) or, on the recommendation of the Dean of the appropriate faculty, for a longer period.

Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the Course Authority in writing and, where applicable, should be accompanied by appropriate documentation (e.g. medical certificate). After submitting appropriate supporting documentation to the Course Authority to explain his/her absence, a student may be required to undertake supplementary class(es) or task(s) as prescribed by the Course Authority. If examinations or other forms of assessment have been missed, then the student should apply for **Special Consideration**.
Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Special Consideration for Illness or Misadventure

Students can apply for Special Consideration if illness or misadventure interferes with their assessment performance or attendance.

Applications are accepted in the following circumstances only:

- Where academic work has been hampered to a substantial degree by illness or other cause. Except in unusual circumstances, a problem involving only 3 consecutive days or a total of 5 days within the teaching period of a semester is not considered sufficient grounds for an application.
- The circumstances must be unexpected and beyond your control. Students are expected to give priority to their university study commitments, and any absence must clearly be for circumstances beyond your control. Work commitments are not normally considered a justification.
- An absence from an assessment activity held within class contact hours or from an examination must be supported by a medical certificate or other document that clearly indicates that you were unable to be present. A student absent from an examination, or who attends an examination and wants to request special consideration, is normally required to provide a medical certificate dated the same day as the examination.
- An application for Special Consideration must be provided within 3 working days of the assessment to which it refers. In exceptional circumstances an application may be accepted outside the 3-day limit.

Students cannot claim consideration for conditions or circumstances that are the consequences of their own actions or inactions.

Applications are normally not considered if:

- The condition or event is not related to performance or is considered to be not serious
- More than 3 days have elapsed since the assessment for which consideration is sought
- Any key information is missing
- Supporting documentation does not meet requirements
- The assessment task is worth less than 20% of the total course assessment, unless the student can provide a medical certificate that covers three consecutive days.

Applications for Special Consideration 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/guide

If a student is granted an extension under Special Consideration, failure to meet the stipulated deadline will result in a penalty. The penalty will be invoked one minute past the
approved extension time. See section “Late Submission of Assignments” for penalties of late submission.

9. 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. The online form can be found at: https://www.arts.unsw.edu.au/ttclash/index.php

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

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

10. 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.

Do not reuse your own material if you have previously received credit for it in another course: Turnitin will flag this material when it generates a score for originality.

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) even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

11. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered from students using myExperience. It is encouraged students complete their surveys by accessing the personalised web link via the Moodle course site.
12. 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

13. Grievances and Review of Assessment Results

13.1 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 course convenor.

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/guide

13.2 Review of Assessment Results

There is no automatic right to have an assessment reviewed. The Faculty reserves the right to make such judgements.

In the first instance a student should seek an informal clarification. This should normally be done within two working days of the return of the assessed work.

If the student is not satisfied with the informal process, they should complete the UNSW Review of Results Application form, which is available at: https://student.unsw.edu.au/results. An application must be lodged within 15 working days of receiving the result of the assessment task.

Further information on review of student work in the Faculty of Arts and Social Sciences can be viewed at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

14. 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 use the following link: https://my.unsw.edu.au

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

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 convenor 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: https://student.unsw.edu.au/disability

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.