POSC 1000:  
Introduction to Politics & Government

Winter 2016  
Mondays, Wednesdays and Fridays 12:00 to 12:50  
Room C3033

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Office hours: Wednesday 9:30-11:30

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COURSE DESCRIPTION:

... man is by nature a political animal, and a man that is by nature and not merely by fortune citless is either low in the scale of humanity or above it – Aristotle.

Politics is all around us. It is in the ideas that we choose to shape our life, in the organizations that we use to run our societies, and in the way that we interact with other societies. This course is designed to introduce students to the rich world of politics and government, as studied by political scientists.

The theme of the course is how political societies are formed, maintained and destroyed. We begin by imagining the building of a society as being like putting together a piece of flatpack furniture. What pieces do we need in the box to make sure that we have all you need? That ‘some assembly is required’ goes without saying. Here we will look at both the physical constraints on a society, but also the possibilities opened up by the human ability to use our thought to imagine different worlds (basically: our ability to lie). Human thought is a powerful thing. By creating and believing stories we are able to generate societies in our heads (through myths, religion, nationalism and ideologies). At the level of ideas the potential possibilities for societies are endless. Against this, though, are the physical and technological constraints upon us. Limits to the food we grow, our energy supplies, and communication technologies all put restrictions on our societies. So, if we wish to build a political society we need to understand the possibilities offered by our imaginations, but also the limits imposed by the material world around us.

The structure of the course is chronological and thematic. What I mean by this is that the course tells a story that introduces themes roughly as they developed throughout history. Thus, Marxism is discussed as part of the development of industrial society in the nineteenth century, while the welfare state appears as part of the discussion of the post-Second World War world. The idea here is that this course is an introduction to the study of politics, and that we are inheritors of a long political tradition going back to pre-history. I have structured the course so that you can experience the slow unravelling of political knowledge as it occurred over human history, rather than getting all of the information in an ahistorical lump. By understanding the sequence of our accumulation of political knowledge you, the student, can better understand the context within which the political emerged, and also better understand how politics has been shaped by human experiences over time.

Each week is (with some exceptions for breaks and holidays) based around three lectures. The first, on Monday, will set the scene for the theme of the week looking at the historical context. Wednesday’s lecture will look at ideas, and also provide an opportunity to discuss the required readings for each week. The last lecture, on Friday, will take a closer look at the political institutions and forces associated with the week’s theme, and will also return to the readings.

AIMS, OBJECTIVES AND LEARNING OUTCOMES:

The primary aim of this course is to introduce students to the basics of politics and government. The material in this course provides the background for later courses in Political Science and related disciplines. It will also provide a firm background for those who only wish to take one political science course in their lives, but still want to be informed citizens. Since we live in a
representative liberal democracy, which requires citizens to be well informed, political knowledge is not just the luxury of the few, but a necessity for all if our society is to flourish.

Students will also learn generic skills, such as the ability to write an essay with a clear and logical argument; to read texts and extract the relevant information from them; to engage in discussions that further our knowledge through rational and logical argument; to know the difference between uninformed opinion (‘common sense’) and properly organised and researched positions (‘good sense’); and to appreciate the broader contexts in which contemporary political activity takes place. In short, the nature of this course will help students learn to think, write and discuss.

**ASSESSMENT:**

The assessment regime for this course is broken down into the following assignments:

- Minor research paper: 20% (due **12 February**)
- Major research paper: 40% (due **6 April**)
- Final exam: 30% (during regular exam period)
- Class readings: 5% (see below. **Collected each Wednesday**)
- Short in-class quiz based on lecture, seminar and readings content: 5% (last class **6 April**).

*What each element of the assessment criteria will be doing:*

The minor research paper will test basic research skills, and will allow me to give each of you constructive feedback that will help you write a better major research paper and exam later in the semester. As a result, students who do particularly badly in the minor research paper, but react well to the feedback and return a stronger major research paper, will have the mark on their minor paper raised in order to reflect their learning.

The major research paper is an opportunity for you to pick a topic and research it in depth. It is also a major test of your ability to research a topic thoroughly, using appropriate sources, and to construct a logical narrative argument based on this research.

*Details on the two research papers will be given at the end of this syllabus.*

The exam is designed to test the breadth of your knowledge. The first section (Part A) will ask you to define certain key terms, while in the second (Part B) I will ask you to answer a general essay question. In both cases you will have a choice of questions to answer (5 out of 11 in Part A; 1 out of 5 in Part B).

The class reading mark will assess whether or not you have done the readings for each week, while the final in-class quiz will assess if you have been coming to class, and whether you have been paying attention to the lectures and reading the accompanying summaries.

*Class reading mark:*

There are **11** set readings for this course. Students are required to come to each Wednesday class having done the assigned reading, and having filled out a critique sheet for that week’s reading. Students will be expected to comment on the quality of the articles’ research question, the thoroughness of its analysis, presentation, footnoting etc. This weekly exercise is crucial to improving students’ ability to self-critique their own work. A copy of the critique sheet can be
found at the end of the syllabus (**please make 11 copies**). Critique sheets will be retained, and will be used to calculate the class reading mark.

*Other issues:*
Because University regulations 5.6.6 (1) make it necessary to have 20% of a student’s mark available to them prior to the deadline for dropping the course without penalty (**25 February**), it will be necessary to have your minor paper (20%) handed in no later than **12 February**. Those handed in after that date, even with a legitimate reason, cannot be guaranteed to be marked before the **25 February** deadline.
All assignments should be handed in on time, unless there is a reasonable and documented reason why you cannot. If you are unable to hand in an assignment on time, for whatever reason, please do get in contact with me as early as possible. I will then be able to advise you on what to do. Late work handed in without a legitimate excuse and/or without prior discussion with me will be subject to a late penalty. Assignments will not be accepted after the date of the final exam unless there is a legitimate reason, and/or prior arrangements have been made with the instructor.

The Tower of Babel. The Biblical story that accounted for both human hubris and also for the multiplicity of languages in the world. A classic example of the attempt to use myth to make sense of the political world.
**Readings:**
There is no set text for this course, but there are weekly readings that I expect all students to read. These required readings will be available on the D2L website (see the next section under Resources and Regulations). The required readings are of two kinds:

1. Introductory summaries of the topic (written by me) that will help you understand the broader context of the issues discussed that week. You should read these as background to the lectures.
2. Short edited readings of classic (and influential) texts from key political thinkers that will introduce you to their thought. These are listed in the table below.

All required readings are mentioned in the Lectures and Reading Lists (see section below).

<table>
<thead>
<tr>
<th>Date</th>
<th>Title (historical narrative)</th>
<th>Do a critique sheet for Wednesday on:</th>
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</thead>
<tbody>
<tr>
<td>1. 6/1/2016</td>
<td>Intro &amp; Basics</td>
<td>No sheet due.</td>
</tr>
<tr>
<td>2. 13/1/2016</td>
<td>Before the State</td>
<td>Machiavelli, Extract from The Discourses.</td>
</tr>
<tr>
<td>3. 20/1/2016</td>
<td>Rise of the State</td>
<td>Thomas Hobbes, Extract from <em>Leviathan</em>.</td>
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<tr>
<td>4. 27/1/2016</td>
<td>The Enlightenment I</td>
<td>John Stuart Mill, extract from <em>On Liberty</em>.</td>
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<tr>
<td>5. 3/2/2016</td>
<td>The Enlightenment II</td>
<td>Jo Freeman, <em>The Tyranny of Structurelessness</em></td>
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<tr>
<td>6. 10/2/2016</td>
<td>Industry and Empire</td>
<td>Karl Marx, ‘Preface’ to <em>A Contribution to the Critique of Political Economy</em></td>
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<tr>
<td>9. 9/3/2016</td>
<td>After Total War</td>
<td>Allan Moscovitch, ‘Welfare State’ <em>Critique sheet due Friday</em></td>
</tr>
<tr>
<td>10. 16/3/2016</td>
<td>Cold War &amp; Decolonisation</td>
<td>Kwame Nkrumah, ‘The Mechanisms od Neo-Colonialism*</td>
</tr>
<tr>
<td>11. 23/3/2016</td>
<td>Post-Cold War</td>
<td>Francis Fukuyama, ‘The End of History?’</td>
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The introductory summaries are numbered 1-14. *Although you will not be asked to do a critique sheet for them, they will be useful background for lectures and assignments.* Some of the material in them will also find its way into the end of semester in-class quiz (see above in Assessments).
**RESOURCES AND REGULATIONS:**

*Desire2Learn.* This course has a Desire2Learn (D2L) page associated with it. Access to this page is through the MUN webpages (http://online.mun.ca/). The D2L page will contain many of the class required readings in PDF format. I will also use D2L for class communications.

*People with Disabilities.* The Glenn Roy Blundon Centre (mun.ca/blundon) serves students whose disabilities involve conditions affecting mobility, vision, hearing, learning, chronic illness, or mental health. Support is also provided to students with documented temporary illnesses and injuries.

*ESL Students.* The ESL Centre (mun.ca/esl) at MUN offers various forms of support to students who would like to improve their English.

*Political Science Website.* The website (mun.ca/posc) offers information about upcoming courses, sample course syllabi, work internships, international exchanges, degree requirements etc.

*Writing Centre.* The Writing Centre (mun.ca/writingcentre) is a free, drop-in facility for all Memorial University students who want help with their writing. The Centre provides individualized tutorials to students from all schools and faculties.

*Plagiarism.* Just don’t do it! There is a plagiarism guide on the POSC 1000 D2L page. Please read it. The Department also has advice on plagiarism (http://www.mun.ca/posc/undergraduate/planning/plagiarism.php).

*Tips for Succeeding in Political Science at MUN.* eTips (www.arts.mun.ca/etips/) is a website created by MUN political science students with tips about how do to well in political science courses. In addition to written tips there are audio clips and YouTube videos about research and writing, life in the classroom, undergraduate planning and tips for applying to graduate programs. Check out this 24/7 support tool and consider submitting tips of your own to share with others.
### SUMMARY OF WEEKLY TOPICS AND ASSIGNMENT DUE DATES:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Title (Historical Narrative)</th>
<th>Theme (Monday)</th>
<th>Ideas (Wednesday)</th>
<th>Institutions &amp; Forces (Friday)</th>
<th>Assignments</th>
</tr>
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<tbody>
<tr>
<td>1. 6-8 Jan</td>
<td>Intro &amp; Basics</td>
<td>Meet &amp; greet</td>
<td>What is political science?</td>
<td></td>
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<tr>
<td>2. 11-13-15 Jan</td>
<td>Before the State</td>
<td>The building blocks of a polity</td>
<td>Machiavelli</td>
<td>regime types</td>
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<tr>
<td>3. 18-20-22 Jan</td>
<td>Rise of the State</td>
<td>Territoriality, trade, &amp; diplomacy</td>
<td>Hobbes</td>
<td>Territorial state</td>
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<tr>
<td>4. 25-27-29 Jan</td>
<td>Enlightenment I</td>
<td>Rise of the bourgeoisie</td>
<td>J. S. Mill</td>
<td>Liberal democracy</td>
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<tr>
<td>5. 1-3-5 Feb</td>
<td>Enlightenment II</td>
<td>Freedom &amp; equality</td>
<td>Jo Freeman</td>
<td>Feminism</td>
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<td>6. 8-10-12 Feb</td>
<td>Industry and Empire</td>
<td>Industrialisation &amp; imperialism</td>
<td>Marx</td>
<td>Capitalism &amp; globalization</td>
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<td>7. 15-17-19 Feb</td>
<td>War &amp; hope</td>
<td>Interdependence &amp; total war</td>
<td>Mackinder &amp; Geopolitics</td>
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<td>8. 29 Feb; 2-4 Mar</td>
<td>Between the Wars</td>
<td>Democracy &amp; dictatorship</td>
<td>International anarchy</td>
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<td>9. 7-9-11 Mar</td>
<td>After Total War: Security at home &amp; abroad</td>
<td>Welfare state</td>
<td>Deterrence (East-West)</td>
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<td>10. 14-16-18 Mar</td>
<td>Cold War &amp; Decolonisation</td>
<td>The wider world</td>
<td>Nkrumah</td>
<td>Development (North-South)</td>
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<td>11. 21-23 Mar</td>
<td>Post-Cold War</td>
<td>A New World?</td>
<td>Fukuyama</td>
<td>[Good Friday]</td>
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<td>12. 28-30 Mar; 1 Apr</td>
<td>Present Discontents</td>
<td>EU &amp; Washington Consensus</td>
<td>Susan Strange</td>
<td>2007 crash &amp; environmental limits</td>
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<tr>
<td>13. 4-6 Apr</td>
<td>Conclusion</td>
<td>Whither homopoliticus?</td>
<td>Quiz &amp; exam tips</td>
<td>Major paper (40%) Quiz (5%)</td>
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<td></td>
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<td>Exam (30%)</td>
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LECTURES AND READING LISTS

WEEK 1: INTRODUCTION & BASICS
WEDS 6 JAN: INTRODUCTION
FRI 8 JAN: WHAT IS POLITICAL SCIENCE?

REQUIRED READING:
Lucian Ashworth, ‘1. What is Politics?’

RECOMMENDED READING:
1. Shapiro, ‘Problems, Methods, and Theories in the Study of Politics, or What’s Wrong With Political Science and What to Do About It’ Political Theory, 2002, 30 (4), pp. 588-611.

"Well, you ought to at least minor in political science."
**WEEK 2: BEFORE THE STATE**

**MON 11 JAN:** THE BUILDING BLOCKS OF SOCIETY  
**WEDS 13 JAN:** MACHIAVELLI (WITH PLATO & ARISTOTLE) ON TYPES OF GOVERNMENT  
**DO CRITIQUE SHEET ON:** MACHIAVELLI, EXTRACT FROM *THE DISCOURSES*  
**FRI 15 JAN:** REGIME TYPES

**REQUIRED READING:**  
Lucian Ashworth, ‘2. The Origins of Comparative Politics’ and ‘3. How to Build a Political Community’  
Machiavelli, Extract from *The Discourses*

**RECOMMENDED READING:**

*Origins:*  

*Plato:*  
Plato, *The Republic* (multiple editions)  
Nickolas Pappas, *Plato and the Republic*  
R. C. Cross and A. Woolley, *Plato’s Republic. A Philosophical Commentary*  

*Aristotle:*  
Aristotle, *The Politics. (multiple editions)*  

*Machiavelli:*  

**WEEK 3 RISE OF THE STATE**

**MON 18 JAN:** TERRITORIALITY, TRADE & DIPLOMACY  
**WEDS 20 JAN:** HOBBES  
**DO CRITIQUE SHEET ON:** THOMAS HOBBES, EXTRACT FROM *LEVIATHAN.*  
**FRI 22 JAN:** THE TERRITORIAL STATE & THE ORIGINS OF MODERN POLITICS

**REQUIRED READING:**  
Lucian Ashworth, ‘4. The Rise of the State’  
Thomas Hobbes, Extract from *Leviathan.*
RECOMMENDED READING:

On Diplomacy:
Harold Nicolson, *Diplomacy*, chs I-IV and VIII.
Adam Watson, *Diplomacy, the Dialogue Between States.*

On War & Reason of State:
Sun Zi, *The Art of Strategy.*

On Hobbes:

‘The Ideal City’ (school of Piero della Francesca), housed in the Ducal Palace in Urbino, Marche, Italy: a demonstration of both the early modern interest in the perfection of political institutions, and the Italian renaissance’s view of the city and its political structures as a work of art.
*Week 4: The Enlightenment I. Liberalism & the Liberal State*

**Mon 25 Jan: Rise of the Bourgeoisie**
**Weds 27 Jan: Liberalism & J. S. Mill**

**Do critique sheet on John Stuart Mill, extract from On Liberty.**
**Fri 29 Jan: Liberal Democracy**

**Required Reading:**
Lucian Ashworth, ‘5. What is Liberalism?’
John Stuart Mill, extract from *On Liberty.*

**Recommended Reading:**

*Week 5: The Enlightenment II. Freedom & Equality*

**Mon 1 Feb: Freedom & Equality**
**Weds 3 Feb: The Tyranny of Structurelessness**

**Do critique sheet on Jo Freeman, ‘The Tyranny of Structurelessness’**
**Fri 5 Feb: Feminism**

**Required Reading:**
Jo Freeman, ‘The Tyranny of Structurelessness’

**Recommended Reading:**

*On Anarchism*

*Selected works on Feminism and Politics:*

**WEEK 6: INDUSTRY & EMPIRE**

MON 8 FEB: INDUSTRIALISM AND IMPERIALISM

WEDS 10 FEB: MARXISM

**Do critique sheet on Karl Marx, ‘Preface’ to A Contribution to the Critique of Political Economy (1859)**

FRI 12 FEB: CAPITALISM & GLOBALIZATION

**REQUIRED READING:**


Karl Marx, ‘Preface’ to *A Contribution to the Critique of Political Economy* (1859)

**RECOMMENDED READING:**

*Introductory accounts from historians:*


*Industrialization, imperialism and International Relations:*


The Crystal Palace, home of the 1851 Great Exhibition. A showcase of the wonders of the new liberal and industrial age.

On the role of industrialization in imperialism and modern democracy:

On Marx:
Karl Marx, *Das Kapital* (A long and complex classic statement of Marx's view of capitalism. Usually read selectively).

On Global Capitalism:
**WEEK 7: WAR & HOPE**
**MON 15 FEB: INTERDEPENDENCE & TOTAL WAR**
**WEDS 17 FEB: GEOPOLITICS**
**Do critique sheet on Halford Mackinder, ‘The Geographical Pivot of History’**.
**FRI 19 FEB: CAUSES OF WAR & BALANCE OF POWER**

**REQUIRED READING:**
Lucian Ashworth, ‘8 Balance of Power, Collective Security and Interdependence.’

**RECOMMENDED READING:**

**Classical Geopolitics:**
Mackinder, Halford (1919) Mackinder, *Democratic Ideals and Reality*, especially chs I & II,

**Critical Geopolitics:**

**Causes of War:**
Hidemi Suganami, “Bringing Order to the Causes of War Debates”, *International Relations* 2002; 16; 308-26
Kenneth Waltz, *Man, the State and War* (1954), especially chapters II, IV, and VI.

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*Tribal Gods – national symbols for which men would die – of the 19th Century*
Balance of Power:
Hedley Bull, *The Anarchical Society*, ch. 5.

**Week 8: Between the Wars**
**Mon 29 Feb: Democracy & Dictatorship**
**Weds 2 Mar: The International Anarchy**
**Do critique sheet on Goldsworthy Lowes Dickinson, *The European Anarchy*.**
**Fri 4 Mar: International Organizations**

**Required Reading:**
Goldsworthy Lowes Dickinson, *The European Anarchy*.

**Recommended Reading:**

*Historical Accounts:*

*On Nationalism:*

*On Fascism:*

*On International Organizations:*
**WEEK 9: AFTER TOTAL WAR**

**MON 7 MAR: SECURITY AT HOME & ABROAD**

**WEDS 9 MAR: THE WELFARE STATE**

**Do critique sheet on Allan Moscovitch. ‘Welfare State’**

**FRI 11 MAR: DETERRENCE (EAST-WEST RELATIONS)**

**REQUIRED READING:**
Allan Moscovitch, ‘Welfare State’ found at:
HTTP://WWW.THECANADIANENCYCLOPEDIA.CA/EN/ARTICLE/WELFARE-STATE/

**RECOMMENDED READING:**
Phil Williams, *Crisis Management: Confrontation and Diplomacy in the Nuclear Age* (London: Robertson, 1976).
**WEEK 10: COLD WAR & DECOLONIZATION**

**MON 14 MAR: THE WIDER WORLD**

**WEDS 16 MAR: NKUMAH AND NEO-COLONIALISM**

**Do critique sheet on Kwame Nkrumah, ‘The mechanisms of neo-colonialism’**

**FRI 18 MAR: DEVELOPMENT (NORTH-SOUTH RELATIONS)**

**REQUIRED READING:**


Kwame Nkrumah, ‘The mechanisms of neo-colonialism’

**RECOMMENDED READING:**

On the after-shocks of Colonialism, & the Prospects of Development:


**WEEK 11: THE POST-COLD WAR WORLD**

**MON 21 MAR: A NEW WORLD?**

**WEDS 23 MAR: FUKUYAMA & THE END OF HISTORY**

Do critique sheet on Francis Fukuyama, ‘The End of History?’

**REQUIRED READING:**
Lucian Ashworth, ‘12. New Worlds for Old?’

**RECOMMENDED READING:**

*Fresh sources of conflict:*

*On globalization:*

**WEEK 12: PRESENT DISCONTENTS**

**MON 28 MAR: THE EU & THE WASHINGTON CONSENSUS**

**WEDS 30 MAR: SUSAN STRANGE & THE ‘WESTFAILURE’ SYSTEM**

Do critique sheet on Susan Strange ‘The Westfailure System’

**FRI 1 APR: THE 2007 CRASH & ENVIRONMENTAL LIMITS**

**REQUIRED READING:**
Lucian Ashworth, ‘13. The Challenges we Face Today’

**RECOMMENDED READING:**

*The EU & European Integration:*
The Washington Consensus:
‘Unraveling the Washington Consensus. An Interview with Joseph Stiglitz’ found at:
http://multinationalmonitor.org/mm2000/04april/interview.html

Neoliberalism

On the Crash:
Larry Elliott, ‘Three myths that sustain the economic crisis’ The Guardian Blog 2012 at:
http://www.theguardian.com/business/economics-blog/2012/aug/05/economic-crisis-myths-sustain

On the Environment:
Joel J. Kassiola, Explorations in Environmental Political Theory (London: Armonk, 2003).
http://e360.yale.edu/content/feature.msp?id=2274
**Week 13: Conclusion**

Mon 4 Apr: Whither Homo Politicus? Occupy vs Austerity

Weds 6 Apr: Quiz & Exam tips

**Required Reading:**
Lucian Ashworth, ‘14. What Can Our Political Past Tell us About our Future?’

**Recommended Reading:**
Nicholas Smaligo, The Occupy Movement Explained: From Corporate Control to Democracy (Chicago: Open Court, 2014).
MINOR RESEARCH PAPER (DUE 12 FEBRUARY 2016)

The minor research paper is an opportunity to submit a short piece of work in order to get feedback on what is expected in the major research paper (see below). You will be expected to follow the normal pattern for writing an essay (a proper introduction laying out how you will answer the question, a properly planned and structured argument, a conclusion, proper references, and a bibliography containing all the works you used in the paper). This is an opportunity, however, for me to give you constructive feedback on the essay you have written so that you can use the advice to improve your research paper. Students who do particularly badly in the minor research paper, but react well to the feedback and return a stronger major research paper, will have the mark on their minor paper raised in order to reflect their learning.

The minor research paper should be no more than 5 pages (not including bibliography), double spaced, in 12 Times New Roman font, and with reasonable margins. It should be handed to me by the end of class on 12 February.

For this paper I will ask all of you to write an answer to the same question:

“For Thomas Hobbes it was necessary to have a strong independent government in order to guarantee our security, but for John Stuart Mill is was necessary for the government to be subservient to the people in order to guarantee our liberty. What are the conflicts between security and liberty in political societies, and how useful are Hobbes and Mill in helping us understand these conflicts?”

For this paper it will, obviously, be necessary to address the ideas of Hobbes and Mill. You should look at what both said, while also seeing if there are useful secondary sources you could use too. Ideally, you should use at least four sources, which should be recorded in your bibliography.

Choose a reference style that works for you. I will also post a recommended referencing style on D2L for students who would prefer that. You should always reference quotes, as well as ideas that you got from someone else. Check the plagiarism guides mentioned above if you are unsure on when to reference.

On plagiarism: if you are tempted to cut and paste whole sections of text from a source… well, just don’t! Remember, we have seen this thing before, and can usually tell when someone has plagiarized. Also plagiarizing robs you of the learning process.

Plan your argument. You need to answer the question above. So you need to identify (and justify) the possible conflicts. After that you will need to judge their seriousness (and whether any are just spurious arguments). You will also need to assess Hobbes and Mills’ arguments. You don’t necessarily need to choose between them, but be prepared to give a judgement on what you think. All I ask is that you back up your position with arguments. An opinion on its own is useless. Only a position backed up by knowledge and research has any value.

Good luck!
MAJOR RESEARCH PAPER (DUE 6 APRIL 2016)

The major research paper is the culmination and capstone of the work that you have done in this course. It represents a coming together of the work that we have covered.

This final essay is due at the beginning of the last class (6 April 2016), and should be no more than 8 pages (not including bibliography), double spaced, in 12 Times New Roman font, and with reasonable margins.

You should choose to research one of the questions below. After that you should identify works (from this syllabus and beyond) to read in order to obtain information for your paper. Plan your paper well. It should have an introduction, a discussion of how you will be attempting to answer the question, a main body that goes through the argument, and a conclusion that brings the work together and answers the question.

The topics that you can choose are (choose one only):

1. What are the major forms of government discussed in week 2? What are the advantages and disadvantages of Each type, and what do you consider the best? Give reasons for your answer.

2. Why have political societies been so unwilling to grant gender equality until recently? Have modern societies succeeded in finally removing the major impediments to women’s full involvement in politics?

3. What does it mean to be free in a political society? What role does equality play in freedom?

4. Is our politics shaped by the dominant mode of production, as Karl Marx argued? Give reasons for your answer.

5. What causes war? What would we have to do to our society to make war a thing of the past?

6. How have international organizations changed our world? Are they a threat or an aid to the sovereign state?

7. To what extent is our world a hierarchical one, in which a rich north dominates a poorer south?

8. What lessons should we take away from the financial crash of 2007-8? Did the crash mark the end of an era?

9. Is the environmental crisis undermining politics as we know it? Give reasons for your answer.
Weekly critique sheets.
POSC 1000, Fall 2015

Main arguments
What do you consider the main arguments of the piece (list as short bullet points)?

Implications
What do you think are the implications of these arguments?
Is the author trying to push a particular argument?

Strengths and weaknesses
What were the strengths and weaknesses of the arguments?

Applications
How might the argument be applied to current issues?

Timelessness
To what extent are the arguments ‘timeless truths’, or are they concepts that, while true in the past, are no longer really relevant?