



THE AUSTRALIAN NATIONAL UNIVERSITY

School of Politics & International Relations
POLS2102 2010

THE POLITICAL PHILOSOPHY OF DECEPTION



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Website
<http://arts.anu.edu.au/polsci/courses/pols2102>

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Course Description

This course examines the proposition that much the Western political-philosophical tradition is based on conscious lying. Political philosophers and theorists such as Plato, Machiavelli, Nietzsche and Strauss have argued that unless certain truths about reality, politics, faith and liberal democracy are hidden from the public, society will fall into ruin. The first half of the course explores this strand of thought and seeks to understand how and why deception has become central to politics as we know it. The second half of the course looks at lies from the bottom up, drawing from the ideas of Antonio Gramsci, James C. Scott and Michel de Certeau. It asks why ordinary people might invest in their own tactical fictions. At the end of the course we will revisit the initial proposition and ask how we might be more ethical and honest in politics and in the university.

On satisfying the requirements for this course, students should be able to do the following:

1. possess the knowledge and skills to analyse key political philosophies and theories of deception;
2. use examples from Australian and global politics to explain and challenge these philosophies, concepts, themes and theories of deception;
3. consider and develop strategies to enhance honesty in the public sphere;
4. think, write and present your knowledge and ideas in a coherent fashion;
5. undertake independent research that extends beyond these key concepts, themes and theories; and
6. demonstrate an ability to learn from and with your classmates.

Course Website

<http://arts.anu.edu.au/polsci/courses/pols2102>

The course website will be regularly updated with material which will be useful for essay and exam preparation. You should also visit the website to stay notified of administrative issues, events and opportunities.

Tutorials

The tutorials will follow the lectures. You should attend the introductory lecture on Thursday in week X, do the reading and then come to the tutorial which will generally be in week X+1. You can do the reading in advance of the lectures if that is more effective for you. Tutorial registration will be online and accessible from the course website after the first lecture. The tutorial format is flexible but will include: student presentations, student-led discussion, small group work and tutor led discussions. Debates, role plays and textual analysis may also be incorporated.

This is a tutorial based course.

- You are required to attend **at least six tutorials** to pass the course. This means that with eight weeks of tutorials you have two strikes before you are out. In the event that you miss a tutorial you do not have to explain yourself or provide a medical certificate to your tutor – simply consider it one of your permissible strikes (assuming you are still under the limit). Of course you may need to save your compelling explanation or medical certificate in the event that you miss more than two tutorials.
- Students who arrive late or leave early may be regarded as absent for the entire tutorial.
- You can attend a makeup tutorial in the event that you miss one, however in the interest of avoiding disruptions and confusion please try to stay in your allocated tutorial.
- It is important that you do all of the reading. There is more reading in this course per week than in some other courses; however, this is balanced out by the fact that there are only eight topics. The examination will be based on the reading. Bring your readings to tutorials.

Lectures

The lectures will run for around two hours. The lecture theatre is booked for three hours to allow for extended discussion and for the showing of films and documentaries. Where possible you will be informed of the lecture program in advance. The films and documentaries are not available for borrowing.

The first hour of the lecture will be recorded (barring technical faults and the wishes of guest lecturers). The second hour of the lecture will be framed around discussion points that will lead into the tutorials. In order to provide a more discreet and encouraging environment for students to participate in lectures, the second hour will not be recorded. Instead, all students will have access to detailed tutorial notes. If you miss a lecture you are encouraged meet with other students to borrow their lecture notes and discuss the lecture and readings. This is a far more collegial and rewarding experience than listening to recordings.

Lecture and Tutorial Outline

Lecture Outline

Week 1:	The Truth about Reality	
Week 2:	The Truth about Politics	Film: Memo from Machiavelli
Week 3:	The Truth about Faith	Film: The Falling Man
Week 4:	The Truth about Liberal Democracy	Film: The Power of Nightmares
Week 5:	No Lectures (but there are tutorials)	
Week 6:	Research Essay Festival	

Mid-Semester Lecture and Tutorial Break

Week 7:	Essay Due No Lectures or Tutorials	
Week 8:	The Truth about the Market	Film: T.B.A.
Week 9:	The Truth about Everyday Politics	Film: Extract from Bobby
Week 10:	No Lectures or Tutorials	
Week 11:	The Truth about Truth	Film: Boehoeffer
Week 12:	The Truth about the University	Film: The Simpsons
Week 13:	Course Summary and Examination Preparation.	

Tutorial Outline

Week 1:	No tutorials
Week 2:	The Truth about Reality
Week 3:	The Truth about Politics
Week 4:	The Truth about Faith
Week 5:	The Truth about Liberal Democracy
Week 6:	Research Essay Festival

Mid-Semester Lecture and Tutorial Break

Week 7:	Essay Due No Lectures or Tutorials
Week 8:	No Tutorials (but there is a lecture)
Week 9:	The Truth about the Market
Week 10:	No Lectures or Tutorials
Week 11:	The Truth about Everyday Politics
Week 12:	The Truth about Truth
Week 12:	Truth, Corruption and the University
Week 13:	Course Summary and Examination Preparation.

Proposed Assessment

Students have two options to complete the course.

Option 1

Article analysis and class facilitation 10%

Sufficient tutorial attendance

The essay 50%.

Short examination 40%.

Option 2

Article analysis and class facilitation 10%

Sufficient tutorial attendance

Long examination 90%.

The Article Analysis and Class Facilitation 10%

You are required to do an article analysis and facilitate class discussion. Topics will be randomly allocated in the first tutorial.

The article(s) must come from beyond the brick. You can choose from additional chapters from books that are already in the brick; material from the suggested reading list; and your own research. You can incorporate material from the course website, films, plays, poems, songs, stories and documentaries to help explain the article and the topic.

Each article analysis should start with the sentence, *'The Truth about [your topic] is....'* Presenters must also explain what that truth means for politics? Presenters will have the last word in each tutorial and should use this opportunity to i) revisit their initial proposition in light of the discussion ii) summarize, challenge and/or extend significant points that arose during the tutorial with a view to preparing for the examination.

Please take note of the following points.

- You are encouraged to work in small groups.
- By all means describe the article but make sure you analyse it. Engage with the ideas and debates that have been addressed, point out the strengths and weaknesses of the arguments, compare and contrast the article with the reading brick material, ask questions, and raise issues for further discussion.
- The format is flexible. Your presentations can take the format of debates, role plays and incorporate poetry, music, literature and audio visual material. However, if you are going to do a straightforward presentation then it should go for between five and ten minutes per student.
- During class facilitation you can pose questions about your article and the topic to the class. Once again the format is flexible and you are encouraged to be creative.

You will be assessed according to the following criteria and qualities.

- Article: challenging, relevant, original and insightful.

- Presentation: informative, perceptive, creative, engaging and well-organised.
- Facilitation of Discussion: supportive, provocative, inspirational.

The Essay (2,500 words) 50%

DUE: 16:00 Tuesday 20 April 2010 (submitted to the School Office COP2147 – emailed essays will not be accepted).

The essay will be on one of the questions outlined below and relate to the themes raised in the first half of the course.

You should be aware of the *Essay Writing Guide* for ANU political science and international relations students, particularly the information and examples relating to referencing. The latest version can be downloaded from the course website.

The Exam 40% or 90%

Students who take Option 1 will sit an short examination worth 40%. Students who take Option 2 will sit a long examination worth 90%.

Both the long and short examinations will consist of two sections. Section A will require you to provide short answers to focused questions relating to potentially all of the topics in the brick.

For those who take Option 1, Section B will require probably two essay responses to questions focusing on topics in the last half of the course. For those who take Option 2, Section B will require probably four essay responses to open-ended questions incorporating all of the topics in the course.

Attention those who are considering Option 2 and the long examination. The examination is an independent learning experience. If you want feedback then you should take Option 1 and do the essay. Note also, that to do well at Option 2 you need a strong grasp of the entire reading brick and be adept at sitting long examinations. The Academic Skills and Learning Centre may be able to help you in this regard.

Penalties, Extensions and Appeals

Article Analysis and Class Facilitation Penalties

Penalty for failure to do the article analysis and class facilitation is the total mark of 10% allocated to that task. It is your responsibility to ensure that you are allocated with a topic and that you know when you are presenting. If for whatever reason you cannot do your analysis on the allocated week then you will have to negotiate with your classmates to find another tutorial or week in which you can present. Ultimately, if you can provide a compelling reason and documentation for why you cannot complete this task then an alternative task may be devised for you which will be marked as a pass 50% or fail 0% in order to take into account the absence of class facilitation.

Penalties for Late Essays

The penalty for late submission of the major essay is *two percentage* points subtracted from the assessed mark of the essay for each working day (or part thereof) by which the essay is overdue. No essays on the allocated topics will be accepted after marked essays have been returned.

Extensions for Essays

Extension requests must be submitted before the due date and be accompanied by medical documentation.

Penalties for Word Length

Where an assignment exceeds the prescribed word length, no penalty will be applied for the initial 10% excess words. Thereafter a 10% penalty will apply.

The prescribed word length may be increased by 10% to accommodate the use of the Harvard, or other in-text, referencing system in which references are placed in the body of the main text.

Bibliographies and footnotes using the Oxford (or other end-note or footnote) system of referencing will not be included in the word count, though notes will be assessed to ensure conformity with footnoting and disciplinary conventions. Generally, avoid explanatory footnotes, anything worth including in your essay should be in the body.

Appendices and tables will not be included in the word count. If you are going to use appendices and tables make sure they are presented professionally and integrated into your argument.

Remarks and Appeals

The ANU appeals policy provides for students to appeal their final mark http://policies.anu.edu.au/policies/assessment_review_and_appeals/policy. There may be scope to request a re-mark of the major essay. Requests have to a) be made in writing and b) recognise that reassessment may result in a lower mark than was originally received.

General Texts and Reading Brick

There is no text that covers the whole course. George Orwell's *1984* is always a useful read and will be referred to in the lectures.

TUTORIAL TOPICS AND SUGGESTED READING LISTS

You are encouraged to extend your research beyond the brick and suggested reading list for your essay. There are only two caveats in this regard. Firstly, make sure that you have a firm grasp of the major themes and ideas encompassed in the brick and suggested reading list. Secondly, your research should focus on academically rigorous material. In particular, be careful of un-refereed journals and internet sources.

Topic 1: The Truth about Reality

Brick

Sissela Bok, *Lying: Moral Choice in Public and Private Life* (New York: Vintage, 1999) 17-31.

Robert Weissberg, "Mr. Pinocchio Goes to Washington: Lying in Politics," *Social Philosophy and Policy* 21, no. 01 (2004): 167-201.

Plato, *Republic*, extract from Book 7.

Paul Kelly, 'Risk of Deceit' in *The Australian*, 28 August 2004.

Suggested Reading

Allan Bloom, 'The Political Philosopher in Democratic Society: The Socratic view' in *Giants and Dwarfs: Essays 1960-1990* (New York: Simon and Schuster, 1990) 105-124.

Christopher Bobonich, 'Persuasion, Compulsion and Freedom in Plato's Laws', in *The Classical Quarterly*, 41:2 (1991) 365-388.

Sissela Bok, *Secrets: on the ethics of concealment and revelation* (New York: Oxford University Press, 1984). CHIFLEY BJ1429.5.B64 1984.

Jeremy Campbell, *The Liar's Tale: a history of falsehood* (New York: Norton, 2001). CHIFLEY BJ1421.C35 2001

Livio Dobrez, 'Good, Bad and Beautiful Lies' in Livio Dobrez, Patricia Dobrez and Jan Lloyd Jones eds., *An ABC of Lying: Taking Stock in Interesting Times* (Melbourne: Australian Scholarly Publishing, 2004) 1-27.

Read these 3 together from Livio Dobrez, Patricia Dobrez and Jan Lloyd Jones eds., *An ABC of Lying: Taking Stock in Interesting Times* (Melbourne: Australian Scholarly Publishing, 2004). Patricia Backwell, 'Cheats Prosper', 227-233. Christopher Boland, 'Tactical Deception in White-Winged Choughs: anti-social behaviour among the world's most social birds', 215-226. Anne Peters, 'Honesty in Biological Signals', 204-214.

John Gray, *Heresies: Against Progress and Other Illusions* (Granta UK, 2004) Chapter 5: Faith in the Matrix.

William Irwin (ed.), *More Matrix and Philosophy: Revolutions and Reloaded Decoded*, Popular culture and philosophy v. 11 (Chicago: Open Court, 2005). PN1997.M395 M67 2005

Melissa Lane, *Plato's Progeny* (London: Duckworth, 2001) especially Chapter 4.

Matt Lawrence, *Like a Splinter in Your Mind: The Philosophy Behind the Matrix Trilogy* (Malden, MA: Blackwell Pub, 2004). PN1997.M395 L38 2004

Peter Osborne, *The Rise of Political Lying* (London: Simon&Schuster, 2005) 113-129.

Plato (S. Halliwell trans.), *Republic* (Warminster, England: Aris & Phillips, c1993). CHIFLEY JC71.P35 1993

David Runciman, *The Politics of Good Intentions: history, fear, and hypocrisy in the new world order* (Princeton: Princeton University Press, 2006).

Topic 2: The Truth about Politics

Brick

Plato, *Republic*, extracts from Books 3 and 5.

Kateri Carmola, 'Noble Lying: Justice and Intergenerational Tension in Plato's Republic', *Political Theory* 31 (2003) 39-62.

Niccolò Machiavelli, *The Prince*, Chapters XV-XVIII.

Ruth W. Grant, *Hypocrisy and Integrity: Machiavelli, Rousseau, and the ethics of politics* (Chicago: University of Chicago Press, 1997) 18-56.

Suggested Reading

Claudia Baracchi, *Of Myth, Life, and War in Plato's Republic*, Studies in continental thought (Bloomington, Ind: Indiana University Press, 2002).

Gisela Bock, Quentin Skinner, and Maurizio Viroli (eds), *Machiavelli and Republicanism* (Cambridge [England]: Cambridge University Press, 1990). Chapter 14, 'The ethos of the republic and the reality of politics' and Chapter 15: 'The republican ideal of political liberty'.

Peter Breiner, 'Machiavelli's 'new prince' and the Primordial Moment of Acquisition', *Political Theory* 36 (2008) 66-92

Luc Brisson et. al., *Plato the Myth Maker* (Chicago: Chicago University Press, 1998). Chifley B398.M8 B55 1998.

- Thom Brooks, "Knowledge and Power in Plato's Political Thought," *International Journal of Philosophical Studies* 14, no. 1 (2006): 51.
- Martin Coyle, *Niccolo Machiavelli's The Prince: new interdisciplinary essays* (Manchester, UK: Manchester University Press, 1995). CHIFLEY JC143.M3946N53
- Mary G. Dietz, 'Trapping The Prince: Machiavelli and the Politics of Deception (in Articles)', *The American Political Science Review* 80:3 (Sep. 1986) 777-799.
- G.R.F Ferrari (ed), *The Cambridge Companion to Plato's Republic* (New York: Cambridge University Press, 2007) See Chapters 5 Justice and virtue: the Republic's inquiry into proper difference, ARYEH KOSMAN; 6 The noble lie, MALCOLM SCHOFIELD; 9 The utopian character of Plato's ideal city, DONALD MORRISON; 10 Philosophy, the Forms, and the art of ruling, DAVID SEDLEY.
- Benedetto Fontana, 'Love of Country and Love of God: The Political Uses of Religion in Machiavelli' in *Journal of the History of Ideas* 60:4 (Oct. 1999) 639-658.
- Richard Garner, "Are Convenient Fictions Harmful to Your Health?," *Philosophy East and West* 43, no. 1 (January 1993): 87-106.
- John Langton and Mary G. Deitz, 'Machiavelli's Paradox: Trapping or Teaching the Prince (in Controversies)' in *The American Political Science Review* 81:4 (Dec. 1987) 1277-1288.
- Carnes Lord, *The Modern Prince: what leaders need to know now* (New Haven: Yale University Press, 2003). CHIFLEY JC330.3 .L67 2003.
- Niccolò Machiavelli, (James B. Atkinson trans.), *The Prince* (Indianapolis: Bobbs-Merrill, 1976). CHIFLEY JC143.M38 1976b
- Harvey Claflin Mansfield, *Machiavelli's Virtue* (Chicago: University of Chicago Press, 1996). CHIFLEY JC143.M4 M355 1996
- Cary J. Nederman, 'Amazing Grace: Fortune, God, and Free Will in Machiavelli's Thought (in Machiavelli and Religion: A Reappraisal)', *Journal of the History of Ideas*, 60:4 (Oct., 1999) 617-638.
- Marjorie O'Rourke Boyle, 'Machiavelli and the Politics of Grace', *MLN* 119 Supplement (2004) 224-246.
- Catalin Partenie, *Plato's Myths* (Cambridge: Cambridge University Press, 2009). B398.M8 P54 2009
- C.D.C. Reeve, *Philosopher-Kings: the argument of Plato's Republic* (Princeton, N.J.: Princeton University Press, 1988) Ch 4 'Politics'. JC71.P6R43 1988

Stanley Rosen, *Plato's Republic: A Study* (New Haven: Yale University Press, 2005).
JC71.P6 R67 2005

Gerasimos Santas (ed), *The Blackwell guide to Plato's Republic* (Malden, MA: Blackwell Pub., 2006) “Allegory and myth in Plato's Republic”, Jonathan Lear; “Socrates' refutation of Thrasymachus”, Rachel Barney, “The gods and piety of Plato's Republic”, Mark L. McPherran, “Plato and the ship of state”, David Keyt.

John T. Scott; Vickie B. Sullivan, ‘Patricide and the Plot of the Prince: Cesare Borgia and Machiavelli's Italy’, *The American Political Science Review*, 88:4 (Dec., 1994) 887-900.

Peter J. Steinberger, ‘Ruling: Guardians and Philosopher-Kings’ in *The American Political Science Review* 83:4 (Dec. 1989) 1207-1225.

R. B. J. Walker, ‘The Prince and ‘The Pauper’: Tradition, Modernity, and Practice in the Theory of International Relations’ in Der Derian, James and Shapiro, Michael (eds.) *International/Intertextual Relations: Postmodern Readings of World Politics* (Lexington: Lexington Books, 1989) 25-48.

Topic 3: The Truth about Faith

Brick

Walter Kaufmann (ed. and trans.), *The Portable Nietzsche* (New York: Penguin, 1982)
Extracts from ‘On Truth and Lie in an Extra-Moral Sense’, *Beyond Good and Evil*, *The Gay Science*, and *The Antichrist*.

Ken Gemes, ‘Nietzsche’s Critique of the Truth,’ in *Philosophy and Phenomenological Research* 52:1 (March 1992) 47-65.

Fredrick Appel, *Nietzsche Contra Democracy* (Ithaca: Cornell University Press, 1999)117-142.

R.J. Hollingdale (ed. and trans.), *A Nietzsche Reader* (Middlesex: Penguin, 1997)
Extracts from *Human, All Too Human*, *Thus Spoke Zarathustra* and *Beyond Good and Evil*.

Suggested Reading

Keith J. Ansell-Pearson, ‘The Exoteric Philosophy of Friedrich Nietzsche’ in *Political Theory* 14:3 (August 1986) 497-504.

Keith Ansell-Pearson, “Who is the Ubermensch? Time, Truth, and Woman in Nietzsche,” *Journal of the History of Ideas* 53, no. 2 (June 1992): 309-331.

John Andrew Bernstein, *Nietzsche's Moral Philosophy* (Cranbury, NJ: Associated University Presses, c1987). CHIFLEY B3318.E9B47 1987

Maudemarie Clark, *Nietzsche on Truth and Philosophy* (New York: Cambridge University Press, 1990). CHIFLEY B3318.T78C55 1990

Don Dombowsky, *Nietzsche's Machiavellian Politics* (Houndmills, Basingstoke, Hampshire; New York: Palgrave Macmillan, 2004). CHIFLEY JC233.N52 D66 2004

Joanne Faulkner, "The Innocence of Victimhood Versus the "Innocence of Becoming": Nietzsche, 9/11, and the "Falling Man"," *The Journal of Nietzsche Studies* 35 (2008): 67-85.

Giles Fraser, *Redeeming Nietzsche: On the piety of unbelief* (London: Routledge, 2002).

Ken Gemes, 'Postmodernism's Use and Abuse of Nietzsche', *Philosophy and Phenomenological Research* 62:2 (March 2001) 337-360.

Paul E. Glenn 'The Politics of Truth: Power in Nietzsche's Epistemology', *Political Research Quarterly* 57:4 (Dec., 2004) 575-583.

Fiona Jenkins, 'Supposing the Truth to be a Woman: Nietzsche's Liars' in Livio Dobrez, Patricia Dobrez and Jan Lloyd Jones eds., *An ABC of Lying: Taking Stock in Interesting Times* (Melbourne: Australian Scholarly Publishing, 2004) 93-107.

Michael Lackey, 'Killing God, Liberating the 'Subject': Nietzsche and Post-God Freedom', *Journal of the History of Ideas* 60:4 (Oct., 1999) 737-754. Stable URL:

Laurence Lampert, *Leo Strauss and Nietzsche* (Chicago: University of Chicago Press, c1996). CHIFLEY B3317 .L254 1996

Brian Leiter and Neil Sinhababu (eds), *Nietzsche and Morality* (Oxford: Oxford University Press, 2007). CHIFLEY B3318.E9 N53 2007

Peter Levine, *Nietzsche and the Modern Crisis of the Humanities* (Albany: State University of New York Press, c1995). CHIFLEY B3318.H87 L48 1995

Friedrich Wilhelm Nietzsche (Walter Kaufmann and R.J. Hollingdale trans.), *The Will to Power* (New York, Vintage Books, 1968). CHIFLEY B3313.W513 1968

Friedrich Wilhelm Nietzsche (Walter Kaufmann and R. J. Hollingdale trans.), *On the Genealogy of Morals* (New York: Vintage Books, 1989, c1967). CHIFLEY B3313.Z72E5 1989

Friedrich Wilhelm Nietzsche (Judith Norman trans.), *Beyond Good and Evil: prelude to a philosophy of the future* (Cambridge, U.K.: Cambridge University Press, 2002). CHIFLEY B3313.J43 E5 2002

Robert Nola, 'Nietzsche's Theory of Truth and Belief', *Philosophy and Phenomenological Research* 47:4 (Jun., 1987) 525-562.

John Richardson, *Nietzsche's New Darwinism* (New York: Oxford University Press, 2004). CHIFLEY B3317 .R458 2004

Louis A. Ruprecht Jr. "Nietzsche, The *Death of God*, And Truth, or Why I Still Like Reading Nietzsche." *Journal of the American Academy of Religion* 65:3 (1997) 573-585.

Weaver Santaniello, 'Nietzsche's 'Antichrist': 19th-Century Christian Jews and the Real 'Big Lie'', *Modern Judaism*, 17:2 (May, 1997) 163-177.

Richard Schacht (eds), *Nietzsche's Postmoralism: essays on Nietzsche's prelude to philosophy's future* (Cambridge, U.K.: Cambridge University Press, 2001). CHIFLEY B3318.E9 N54 2001

Haroon Sheikh. "Nietzsche and the Neoconservatives: Fukuyama's Reply to the Last Man" *The Journal of Nietzsche Studies* 35 (2008): 28-47.

Tracy B. Strong. "Nietzsche and the Political: Tyranny, Tragedy, Cultural Revolution, and Democracy" *The Journal of Nietzsche Studies* 35 (2008): 48-66.

Michael Ure, *Nietzsche's Therapy: Self-Cultivation in the Middle Works* (Lanham, MD: Lexington Books, 2008).

Julian Young, *Nietzsche's Philosophy of Religion* (Cambridge, UK ; New York : Cambridge University Press, 2006). CHIFLEY B3318.R4 Y68 2006

Irving M. Zeitlin, *Nietzsche: a re-examination* (Cambridge, UK: Polity Press, 1994) Chs 1-5. CHIFLEY B3317.Z38 1994

Catherine Zuckert, 'Nietzsche's Rereading of Plato' in *Political Theory* 13:2 (May 1985) 213-238.

Topic 4: The Truth about Liberal Democracy

Brick

Leo Strauss, *Persecution and the Art of Writing* (Glencoe: Free Press, 1952) 22-37. CHIFLEY Bliss AFQ S912p

Shadia B. Drury, 'The Esoteric Philosophy of Leo Strauss' *Political Theory* 13:3 (Aug. 1985) 315-337.

Jim George, 'Leo Strauss, Neoconservatism and US Foreign Policy: Esoteric Nihilism and the Bush Doctrine', *International Politics* 42:2 (June 2005) 174-202(29).

Suggested Reading

Allan Bloom, 'Leo Strauss: September 20, 1899 – October 18, 1973' in *Giants and Dwarfs: Essays 1960-1990* (New York: Simon and Schuster, 1990) 235-255.

Geoff Boucher and Matthew Sharpe, *The Times will Suit Them: postmodern conservatism in Australia* (Crows Nest: Allen&Unwin, 2008) Chapter 6: Culture Wars and the New Religiosity.

Remi Brague, "Athens, Jerusalem, Mecca: Leo Strauss's "Muslim" Understanding of Greek Philosophy," *Poetics Today* 19, no. 2 (Summer 1998): 235-259.

Fred Dallmayr, 'Politics against Philosophy: Strauss and Drury' in *Political Theory* 15:3 (Aug. 1987) 326-337.

Kenneth L. Deutsch and Walter Nicgorski eds., *Leo Strauss: political philosopher and Jewish thinker* (Lanham, MD: Rowman & Littlefield, c1994) CHIFLEY JC251.S8 L45

Shadia B. Drury, 'Leo Strauss's Classic Natural Right Teaching', *Political Theory* 15:3. (Aug. 1987) 299-315.

Shadia B. Drury, *The Political Ideas of Leo Strauss* (Basingstoke: Macmillan, 1988). CHIFLEY JC251.S8D78 1988

Shadia B. Drury, *Leo Strauss and the American Right* (New York: St. Martin's Press, 1997). CHIFLEY JC251 .D78 1997

Jim George & Kim Huynh (eds.), *The Culture Wars: Australian and American politics in the 21st century* (South Yarra, Vic.: Palgrave Macmillan, 2009) Chapter 3. CHIFLEY HN850.S62 C85 2009

Michael L. Frazer, 'Esotericism Ancient and Modern: Strauss Contra Straussianism on the Art of Political-Philosophical Writing', *Political Theory* 34:1, (February 2006) 33-61.

Francis Fukuyama, 'After Neoconservatism' in *The New York Times*, Feb 2006, ANU INTERNET E-BRICK ITEM.

Jacob Heilbrunn, *They Knew They Were Right: The Rise of the Neocons* (New York: Doubleday, 2008).

Jeane J. Kirkpatrick, 'Dictatorships and Double Standards', *Commentary* 68:5 (1979) 34-45.

Jeane J. Kirkpatrick, *Dictatorships and Double Standards: rationalism and reason in politics* (New York: Simon And Schuster, 1982). CHIFLEY JC495.K57 1982

Irving Kristol, *Neo-conservatism: the autobiography of an idea* (Chicago: Elephant Paperbacks, 1995) See particularly autobiographical essay at the start 'The Adversary Culture of Intellectuals', 106-122.

Steven Lenzner and William Kristol, 'What was Leo Strauss up To?' in *Public Interest* 153 (Fall 2003) 19-39.

Anne Norton, *Leo Strauss and the Politics of American Empire* (New Haven: Yale University Press, c2004).

Erin Runions, 'Theologico-Political Resonance: Carl Schmitt between the Neocons and the Theonomists', *Differences: A Journal of Feminist Cultural Studies* 18:5 (2007) 43-80.

Topic 5: The Truth about the Market

Brick

T. J. Jackson Lears, 'The Concept of Cultural Hegemony: Problems and Possibilities' in *The American Historical Review* 90:3 (Jun. 1985) 567-593.

David Brooks, 'The Triumph of Hope Over Self-Interest' in *The New York Times*, 12 January 2003.

Mark Davis, *Gangland: cultural elites and the new generationalism* (St Leonards, N.S.W.: Allen & Unwin, 1999) 78-103.

Clive Hamilton, 'Affluenza in Australia', *Ecos*, 125 (Aug-Sept 2005) 16-17.

Paul Kerin, 'The Wowers of Social Affluenza', in *The Australian*, 2 February 2008.

Peter Saunders, 'Why Capitalism is Good for the Soul', in *Policy* 23:4 (Summer 2007-2008) 3-9.

Suggested Reading

Zygmunt Bauman, 'Consuming Life', *Journal of Consumer Culture* 1 (2009): 9-29

Zygmunt Bauman, 'Collateral Casualties of Consumerism', *Journal of Consumer Culture* 7 (2007): 25-56

Jacqueline Botterill, 'Cowboys, Outlaws and Artists: The rhetoric of authenticity and contemporary jeans and sneaker advertisements', *Journal of Consumer Culture* 7 (2007): 105-125.

Patrick Brantlinger, *Bread & Circuses: theories of mass culture as social decay* (Ithaca: Cornell University Press, 1983). Check out Chapters seven and eight on the Frankfurt School and Marshall McLuhan's critiques of mass culture. CHIFLEY HM258.B735 1983

Christine Buci-Glucksmann, 'Hegemony and Consent' in Anne Showstack Sassoon (ed.) *Approaches to Gramsci* (London: Writers and Readers Publishing Cooperative Society, 1982) 116-126.

Adam Burgess, 'Flattering Consumption: Creating a Europe of the consumer', *Journal of Consumer Culture* 1 (2001): 93-117.

Mark Davis, *The Land of Plenty: Australia in the 2000's* (Carlton, Vic.: Melbourne University Publishing, 2008). CHIFLEY DU117.14.D38 2008

Joseph V. Femia, *Gramsci's Political Thought: hegemony, consciousness, and the revolutionary process* (Oxford: Clarendon, 1981). CHIFLEY HX288.G7.F46

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The Research Essay Festival

The POLS2101 Research Essay Festival is dedicated to improving your research, communication and organizational skills. It has two components.

1. **Small Group Discussions:** During the festival you will be able to see your tutor in small groups of three or four to discuss your essays for 45 minutes. Where possible these research intensive discussion groups will be determined by essay topic. They will provide you with a valuable opportunity to interact with and learn from other students and a world class researcher (your tutor). You will bring a 1 to 1.5 page outline of your essay to help frame the discussion. If you have not completed sufficient preparation then you cannot participate in the festival. Compiling the outline need not be too onerous; you should be able to put something reasonable together in 20 minutes after doing your tutorial reading and some preliminary research. However, the more effort that you put in, the more you will gain from the experience. You should be ready to discuss your line of argument, research methodology, materials and any challenges that you are confronting or foresee. You can register for the festival during your tutorial. The program will also be pinned to the outside of your tutor's door.
2. **Online Discussion Forums:** Correspondence concerning essays can be directed to the online discussion forums via [Wattle](#). The forums will allow other tutors and students to contribute their insights, thereby facilitating course collegiality and the cross-fertilisation of ideas.

The POLS2101 Essay Check List

Before you start and submit your essay take note of the following check list.

- I have engaged with the ideas, themes and debates of the course.
- I have read the *Political Science and International Relations Essay Writing Guide* and have followed the referencing guidelines and examples that it provides.
- I have paid close attention to the details in the course guide on essays and penalties, extensions and appeals.
- I have abided by the ANU Code of Practice for Student Academic Integrity.
- I have added page numbers and my student number (no names) to the footer of each page.
- My essay is formatted in a marker-friendly manner: double-spaced paragraphs, printed single-sided with at least a 4cm left hand margin.
- I have kept an electronic copy of my essay and all of my notes for the purposes of verifying word counts and academic honesty.
- I have read and signed the School of Politics & International Relations essay coversheet, recorded an accurate word count and attached the cover sheet to my essay before submitting it to the School Office.

Essay Questions

1. Can the bulk of humanity 'handle the truth'? How does your response to this question shape your approach to politics?
2. You are a world class expert on Machiavelli who has been hired as a political strategist for **one** of the following:
 - a. Kevin Rudd;
 - b. Tony Abbott;
 - c. Barack Obama;
 - d. Gordon Brown; or
 - e. someone else by negotiation with your tutor.

You are directed to write a fully referenced essay outlining how your leader can retain or gain power. Outline the key issues that your leader must address, but concentrate on developing strategies for how he/she should deal with political opposition and the general public. You should address the question of when and how the modern prince should be deceptive.

3. Assess the claim that Nietzsche's ideas about truth and faith should be expelled from politics and popular consciousness.
4. Leo Strauss was convinced that truth and politics, particularly in liberal democratic regimes, are a lethal mix. Please explain and assess.

Academic Integrity

The [*ANU Code of Practice for Student Academic Integrity*](#) makes explicit the University's expectations for academic integrity on the part of students in their academic practice, and staff responsibilities in developing and promoting academic integrity and penalising academic misconduct.

Principles

The presentation of genuine, original work is an indispensable cornerstone of appropriate scholarly practice. This *Code* explains the ANU's expectations for academic integrity on the part of students in their academic practice. It sets out the responsibilities of University academic staff in developing and promoting academic integrity, and penalising academic misconduct.

1. The principle of appropriate scholarly practice

Any work by a student of the Australian National University must be work:

- that is original
- that is produced for the purposes of a particular assessment task

- that gives appropriate acknowledgement of the ideas, scholarship and intellectual property of others insofar as these have been used

General understandings and specific techniques of "appropriate acknowledgement" vary across cultures and disciplines. Therefore:

- it is the responsibility of everyone at the ANU to uphold and promote fundamental principles of quality and integrity in scholarly work
- it is the responsibility of academic staff to promulgate, explicitly and unambiguously, techniques of and expectations about appropriate acknowledgement within their area
- it is the responsibility of students to ensure that they understand the acknowledgement practices relevant to every piece of work they submit for assessment

2. Definitions

For the purpose of the *Code*:

Academic Integrity

embodies the principle that students' work is genuine and original, completed only with the assistance allowed according to the rules, policies and guidelines of the University. In particular, the words, ideas, scholarship and intellectual property of others used in the work must be appropriately acknowledged.

Note that "work" above includes not only written material, but in addition any oral, numerical, audio, visual or other material submitted for assessment.

Breaches of academic integrity include plagiarism, collusion, the fabrication or deliberate misrepresentation of data, and failure to adhere to the rules regarding examinations in such a way as to gain unfair academic advantage.

Cheating

means the breach of rules regarding formal examinations, or dishonest practice in informal examinations, tests or other assessments. Examples include the use of prohibited material or equipment for unfair advantage, and consultation with other persons during the course of the assessment where this is prohibited.

Collusion

is the involvement of more than one individual in an instance of academic dishonesty. All parties involved in such collusion are in breach of the principle of academic integrity (unless there is good evidence of innocent involvement). "Collusion" needs to be distinguished from "collaboration", defined for the purposes of this document as work jointly undertaken and produced.

Fabrication

is the representation of data, observation or other research activity as genuine, comprehensive and/or original when it is not. This includes inventing the data, using data gathered by other researchers without acknowledgment, or willfully omitting data to obtain desired results.

Originality

For the purposes of this *Code*, "original" work is work that is genuinely produced by the student specifically for the particular assessment task.

Plagiarism

is copying, paraphrasing or summarising, without appropriate acknowledgement, the words, ideas, scholarship and intellectual property of another person. This remains plagiarism whether or not it is with the knowledge or consent of that other person. Plagiarism has also taken place when direct use of others' words is not indicated, for example by inverted commas or indentation, in addition to appropriate citation of the source.

Each individual student is responsible for ensuring that they are fully informed about methods of acknowledgement appropriate to any piece of assessable work that they submit.

Recycling

is the submission for assessment of work which, wholly or in large part, has been previously presented by the same student for another assessment, either at the Australian National University or elsewhere. In some cases, lecturers will specifically allow this practice. If no specific provision to the contrary is made, submission of work for assessment a second or subsequent time constitutes a breach of this *Code*.

Poor academic practice

covers behaviour that is unintended, careless, inadvertent, uninformed or that is excusable because of mitigating circumstances (including personal, emotional, or health-related circumstances).

Academic misconduct

covers behaviour that is knowing, intentional, reckless, wilful, premeditated, repeated or that is otherwise inexcusable.

Course Authority

means the person in charge of a course (and the Student Year Coordinator for the MBBS).

Delegated Authority

means the staff member in the ANU College appointed for the purposes of this *Code*.

Note: The Delegated Authority is normally the Associate Dean (Education) or Head of School in which the course is offered; and the Deputy Dean in the ANU Medical School. If in doubt, students should contact the student adviser or other student support staff for assistance in identifying the appropriate responsible officer.

Student

means any person who is or was enrolled in, or seeking enrolment in, a program in, or a course offered by, the University or who is or was given permission by the University to audit such a course.

3. Responsibilities of Students

It is the responsibility of each individual student to ensure that:

they are familiar with the expectations for academic integrity both in general, and in the specific context of particular disciplines or courses

- work submitted for assessment is genuine and original
- appropriate acknowledgement and citation is given to the work of others
- they declare their understanding of and compliance with the principle of academic integrity on appropriate *pro formas* and cover sheets as required by the academic area, or by a statement prefacing or attached to a thesis
- they do not knowingly assist other students in academically dishonest practice

4. Responsibilities of Academics

It is the responsibility of individual academic staff teaching, assessing or coordinating a course, to:

- provide information that enables all students taking the course to become aware of this *Code*
- provide information that enables all students taking the course to become aware of the expectations for academic integrity within the particular College, discipline and course, and of the potential consequences of breaches of this *Code*
- take account of the disparate educational backgrounds of students, including some who will be quite unfamiliar with the normal expectations for academic integrity. For example, students should be directed to appropriate sources of support and guidance to amplify the academic's explanations about academic integrity
- make regular attempts to detect academic dishonesty in the work submitted by students
- apply penalties in accordance with this *Code* where breaches occur

In addition, senior staff (such as College Deans) and the Pro Vice-Chancellor (Education) are responsible for the general implementation, oversight, and promulgation of this *Code of Practice*.

Student Services

ACADEMIC PROBLEMS

If you have an academic problem (having difficulty writing your essay, say) you should discuss the matter with your tutor. If necessary he/she will take up your problem with Kim Huynh.

THE ACADEMIC SKILLS AND LEARNING CENTRE

This Centre is located on the lower ground floor of the Pauline Griffin Building No 11 and is open during term and vacations on an appointment basis. Their phone number is 6125 2972.

Students may go to the Centre with general concerns about university study or with specific problems they have encountered. For example undergraduate students may want to know how to handle the required reading or how to improve a draft essay. The Centre offers very valuable courses on Essay Writing Essentials. Check out their website: <http://www.anu.edu.au/academicskills/>

ENGLISH AS A SECOND LANGUAGE

The Academic Skills and Learning Centre also offers the **University English Language Program** to assist students who have English as a second language.

DISABILITIES

The Disability Services Unit (DSU) acts as the University contact point for students with disabilities, and is located in the new Student Facilities Building in Union Court above the Commonwealth Bank. Their role is to facilitate the access to the ANU for students with a disability. This involves making 'Reasonable Adjustments' to address the effects of the disability. They aim to do whatever they can to ensure that students with disabilities are not disadvantaged by these effects, and have a fair chance of demonstrating their knowledge and skills.

If you have a disability make sure you register with the DSU.

ABORIGINAL AND TORRES STRAITS ISLANDER STUDENTS

The Jabal Centre is available to assist Aboriginal and Torres Strait Islander students in all aspects of their studies and University life, including appropriate orientation to the broad context of the University and the particular departments they are entering; supplementary tutoring in specific disciplines; and assistance in dealing with Government departments.

<http://www.anu.edu.au/jabal/index.php>

COUNSELLING

If you get into any major (or less major) disarray remember the University has a Counselling Centre available to help you. If you have a problem see them early. Don't leave things till late in the semester. To make an appointment, visit the Centre which is located immediately above the Health Service on North Road. Alternatively telephone 6125 2442 (ext 52442). If your concern is particularly urgent, you may be offered an early emergency appointment.

HARASSMENT

The Australian National University is committed to providing a work and study environment that is safe, fair and free from discrimination and harassment for all

members of the University community. The University also has a legal responsibility to ensure staff and students are not subjected to behaviour, work practices, policies or processes that may constitute unlawful discrimination, harassment, victimisation or vilification.

<http://www.anu.edu.au/equity/students/index.php>

DEAN OF STUDENTS

The Dean of Students, Professor Penny Oakes, has the following statement on her website:

We want your ANU experience to be challenging, rewarding, and problem-free. But if problems do arise, or you feel confused about some aspect of University procedures or policy, don't suffer in silence!

- Penny is here to advise and assist students, both undergraduate and postgraduate, when problems or grievances arise in their academic or personal life at the ANU.
- Her office can help you to resolve issues, and can also direct you to other on-campus advice and support services.
- Penny can ensure that student concerns are communicated to important deliberative and decision making University committees. So even if you feel there is nothing to be done about an issue you've confronted, or you have only indirect awareness of a problem facing students, it's still worth making the Dean aware of the issues.

To see Penny, please make an appointment either in person, or by phone, fax or email

Location: Fellows Lane Cottage, building 3T, Fellows Lane (green single storey building next to South Oval)

Campus Tel: 54184 **Telephone:** 6125 4184 **Fax:** 6125 9784

Email: pvc.universitycommunity@anu.edu.au

STUDENT REPRESENTATIVES AND THE STUDENTS' ASSOCIATION

The ANU Students' Association (ANUSA) is the representative body of undergraduate students on campus. Two elected Arts Faculty representatives sit on ANUSA.

Your Arts Faculty representatives are advocates within the Faculty for student concerns, particularly on academic issues. They sit on College Committees, including the Education Committee, and can also liaise with the Faculty regarding student appeals.

The ANUSA website is <http://sa.anu.edu.au>.