CONTEMPORARY SOCIAL AND POLITICAL THEORY

210POL304
Second Semester 2003-2004

MODULE AIMS AND LEARNING OUTCOMES
Aims: The agenda of contemporary social and political theory is to a great extent shaped by the legacy of criticism of and resistance to the Enlightenment and modernity. Enlightenment ideas of reason, rationality, progress, individual freedom, science and technology, and politics itself, still nevertheless dominate our social and political institutions, our everyday practices, and how we come to understand and act within the social and natural worlds. Consider how ideas of ‘progress’ and ‘modernization’ formed the core of New Labour’s political agenda, and frame political debate in Britain. Alternatively, consider how decisions as diverse as the decision to go to war, or the debate over new technologies related to cloning, genetically modified foods and other biotechnological issues, become technological or scientific decisions, based on scientific knowledge, often dissociated from ethical or other agendas. Although such issues may seem far removed from the concerns of the Enlightenment Philosophes, they nevertheless represent different aspects of the central Enlightenment belief in the capacity of science to show us the truth about the social and natural worlds. Contemporary social and political theorists have pointed to the huge costs of such a ‘technocratic’ way of understanding the world, implicating the whole world-view of the Enlightenment and the guiding ideals of modernity. This module provides a framework for understanding these developments by introducing students to some of the major themes of, and figures in, contemporary social and political thought which promote critiques of, and offer alternatives to, the Enlightenment legacy. We explore how ideas such as progress and reason can perpetuate domination; how ideas of autonomy can efface the work of power; the ways in which the body has been excluded by the abstractions of theory and at what costs; and the ways in which such ideas and critiques are concerned with liberal political institutions and capitalist economies. Students will develop their capacity to read theoretical material in a critically astute manner, and be able to critically and creatively relate their everyday life to issues covered in the module, that is, relate theory to practice.

Learning outcomes: On successfully completing the module, students should have an appreciation of the central role that theoretical concepts play in understanding and critiquing social and political life. In particular, students will appreciate the contested nature of concepts such as reason, autonomy, progress, power, the body, human and nonhuman nature and modernization/modernity, and be able to use these concepts in a critical and interrogatory way in political analysis. Seminar discussions will develop oral presentation skills, and sharpen students’ ability to debate succinctly some theoretically informed critical perspectives on matters of political controversy. On completion of the module, students should understand the critical potential of social and political theory in offering both critiques and alternatives to the political legacy of the Enlightenment.
THE AIMS OF THIS MODULE ARE:

- To provide students with a basic understanding of key concepts, ideas, and leading thinkers in Contemporary Social and Political Theory.
- To introduce students to current debates and controversies in the discipline of Contemporary Social and Political Theory.
- To stimulate independent learning about Contemporary Social and Political Theory by encouraging and helping students develop their own understanding of the subject.
- To equip students with basic intellectual skills (e.g. critical thinking, analysis, listening skills, problem solving), through seminar discussion and written work.
- To encourage students to be able to relate their everyday life to issues covered in the module, that is to relate theory to practice.

UPON COMPLETION OF THIS MODULE, STUDENTS SHOULD BE ABLE TO:

- Understand the main approaches to the study of Contemporary Social and Political Theory, including current theoretical developments in the discipline.
- Come to their own assessment and understanding of Contemporary Social and Political Theory, including some of the major thinkers and debates within the subject.
- Communicate ideas to others in a clear and concise manner, both orally and in written form.
- Pursue intellectual questions in a rigorous and academic manner, employing analytical skills and critical thinking.

MODULE ORGANIZATION

Module Convenor, lecturer and tutor  
Dr. Susan McManus  
Room 22.104, School of Politics and International Studies  
S.McManus@qub.ac.uk  
Office hours: Tues 10-11, Weds 10-11

Lecture information  
Tuesdays, 3-4, Room 1022, David Bates Building.

Tutorials  
One per week, beginning week 3.

Queen’s Online  
This module guide will be made available online.

METHOD OF ASSESSMENT

- You are expected to attend ONE lecture per week.
- You MUST attend ONE tutorial per week. Tutorial attendance and participation counts for 10% of your final grade. Poor tutorial attendance will lower your final grade, impact on the quality of your assessed work, and will be noted in your student records. See appendix for information on how tutorial performance is assessed.
- You must attend and participate in scheduled tutorials. This counts for 10% of your final grade. You must submit TWO essays to the MAIN office in Politics and International Studies. The first essay is
IMPORTANT NOTE ON SUBMISSION OF LATE COURSEWORK:
QUB regulations state that late coursework is penalised at 5% per each working day (Mon-Fri), for up to 5 days after the due date, after which the coursework will receive an automatic 0. The School has implemented this policy. Students requiring extensions for medical or other reasons MUST fill out an extension form in the Main Office.

IMPORTANT NOTE ON PLAGIARISM:
The School takes a very severe line on students who plagiarise work. Students who attempt to pass off another’s work as their own will receive a mark of ZERO. In some cases, acts of plagiarism can result in the student failing the entire degree. Remember, plagiarism includes information from books, newspapers, journals AND the Internet. Last year we investigated and penalised EIGHT cases of plagiarism. Please refer to the web-based handbook for more information about referencing and plagiarism:
http://www.qub.ac.uk/pol/study_files/plagiarism.htm

IMPORTANT NOTE ON RESITS AND RESUBMISSIONS:
If you fail the course, QUB regulations allow you to re-sit exams or re-submit your coursework for a MAXIMUM mark of 40. For final year students, exam re-sits take place during the May / June exam period, and coursework re-submissions must be handed in by May 28th, 2004. It is the student’s responsibility to contact the School to find out about re-sits and re-submissions.

IMPORTANT NOTE ON STUDENTS WITH DISABILITIES:
The School operates a policy on students with disabilities consistent with the university. Our Welfare / Disability Officer in the School is Dr. Margaret O’Callaghan. For more information see the web-based handbook:
http://www.qub.ac.uk/pol/studentSupport.htm

ESSAY QUESTIONS
You are required to write TWO essays chosen from the following topics and no more than one from any particular section. The first essay is due April 2nd 2004 and the second 17th May 2004. Essays should be handed into the School Office marked with the name of your tutor. Please note the following:

1. Each essay should be 2000 words in length.
2. All essays must be in your own words. Anyone who plagiarises will be given a zero mark.
3. All essays must contain a bibliography of all the books and articles used in writing the essay. With regard to off-prints, please give the author’s name, the title of the piece and the QUB off-print number.
4. All essays must be properly referenced. Please go to http://www.qub.ac.uk/pol/notes&essays.htm for further information.
5. Please consult the reading list for reading for the essays. If you have difficulty obtaining material for your essays try browsing through other books in the library with a similar classmark. In addition, consult journals (both bound and current
volumes) for alternative readings. The following are particularly useful: *Political Studies, Political Theory, Philosophy and Social Criticism, Constellations, The Journal of Political Philosophy, Economy and Society, Ethics*. Another useful source of information about reading are the bibliographies to books and articles.

**ESSAY TITLES**

*Section A*

1. ‘What men learn from nature is how to use it in order wholly to dominate it and other men’. Is Enlightenment reducible to domination?

2. ‘Social freedom is inseparable from enlightened thought’. Discuss with reference to Enlightenment forms of social critique and/or forms of social critique which attempt to move beyond Enlightenment assumptions and methods.

3. In what ways can social and economic sciences exacerbate existing inequalities?

*Section B*

4. ‘Power constructs our sense of who we are as social and political beings’. What are the implications of this constitutive view of power for social and political theory?

5. ‘The body is […] directly involved on a political field; power relations have an immediate hold upon it; they invest it, mark it, train it, torture it, force it to carry out tasks, to perform ceremonies, to emit signs […] the body becomes a useful force only if it is both a productive body and a subjected body’. Discuss.

*Section C*

6. Has the Enlightenment commitment to universalism hidden a language of exclusion and intolerance of the ‘other’? If so, how can this be overcome? If not, what are the bases of political exclusion/intolerance?

7. Do we live in a ‘Risk Society’? Explain why or why not.

8. Ecologism rejects the very terms in which human needs and interests have conventionally been defined, and as such, is the most necessary and productive critique of Enlightenment thought. Discuss with reference to the philosophy and the politics of ecologism.
## LECTURE SCHEDULE

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<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>One</td>
<td>3rd February</td>
<td>Introduction and Administration</td>
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<td>Two</td>
<td>10th February</td>
<td>The Enlightenment and its Legacy</td>
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<td>Three</td>
<td>17th February</td>
<td>Science, Rationality and the Domination of Nature</td>
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<td>Four</td>
<td>24th February</td>
<td>Whose Enlightenment? The Turn to Social Criticism</td>
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<td>Five</td>
<td>2nd March</td>
<td>Power: From Domination to Production</td>
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<td>Six</td>
<td>9th March</td>
<td>The Body, Order and the ‘Body Politic’</td>
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<td>Seven</td>
<td>16th March</td>
<td>The Social, the Political and the Economic</td>
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<td>Eight</td>
<td>23rd March</td>
<td>Otherness, Difference and Toleration I</td>
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<td>Nine</td>
<td>30th March</td>
<td>Otherness, Difference and Toleration II</td>
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<td>EASTER</td>
<td>April 5th – 23rd</td>
<td>No Lectures during Easter Break</td>
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<tr>
<td>Ten</td>
<td>27th April</td>
<td>Modernity, Risk and Progress</td>
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<tr>
<td>Eleven</td>
<td>4th May</td>
<td>Module Summary and Review</td>
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<tr>
<td>Twelve</td>
<td>10-15th May</td>
<td>No Lectures</td>
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<tr>
<td>Assessment</td>
<td>17th May-5th June</td>
<td>Exam Period.</td>
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## TUTORIAL SCHEDULE

Tutorials will be held once a week beginning the third week of the semester (Feb 16th-20th). You should consult the School notice board (21 University Square) in the second week of the semester to confirm the name of your class tutor, and the time and place of your tutorial. Tutorials are compulsory in the School, and count for 10% of your final grade. If you cannot attend a tutorial for legitimate reasons, you MUST contact your tutor beforehand to explain your absence (contact either directly or through the main office). You must make every effort to acquire the class material if you are absent.

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<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
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<tr>
<td>Three</td>
<td>Feb. 16-20</td>
<td>The Enlightenment and its Legacy</td>
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<tr>
<td>Four</td>
<td>Feb. 23-27</td>
<td>The Enlightenment and its Legacy</td>
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<td>Five</td>
<td>March 1-5</td>
<td>Whose Enlightenment? The Turn to Social Criticism</td>
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<td>Six</td>
<td>Mar. 8-12</td>
<td>Power: From Domination to Production</td>
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<td>Seven</td>
<td>Mar. 15-19</td>
<td>The Body, Order, and the ‘Body Politic’</td>
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<td>Eight</td>
<td>Mar. 22-26</td>
<td>The Social, the Political and the Economic</td>
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<td>Nine</td>
<td>Mar. 29-Apr 2</td>
<td>Otherness, Difference and Toleration I</td>
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<td>Easter</td>
<td>Apr 5-23</td>
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<td>Ten</td>
<td>Apr 26-30</td>
<td>Otherness, Difference, and Toleration II</td>
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<td>Eleven</td>
<td>May 4-7</td>
<td>Modernity, Risk and Progress</td>
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<tr>
<td>Twelve</td>
<td>May 10-14</td>
<td>Summary and Conclusions</td>
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TUTORIAL TOPICS AND READINGS

Since there are tutorial papers in this module, all students are required to read at least one of the selected readings per week in preparation for class. Tutorials are not supplementary lectures and it is the responsibility of each student to come to each tutorial prepared. Ideally, you should also consult additional reading material from the reading list. Students will be expected to relate what they have read to the tutorial topic every week.

The main textbook for this module is:

Ashe, F et al, (1999), *Contemporary Social and Political Theory* (Open University Press), which you are strongly encouraged to purchase – copies available from the QUB Bookshop.

Another book you might find useful to purchase is:

Barry, J (1999), *Environment and Social Theory* (Routledge)

Both of these are also in the QUB library.

Useful reference books include:

Goodin, R & Pettit, P (eds), *Companion to Contemporary Political Philosophy*
Miller, D et al (eds), *The Blackwell Encyclopaedia of Political Thought*
Goodin, R (ed), *Contemporary Political Philosophy: An Anthology*

Useful journals include:


Please note that Offprints are located in the Seamus Heaney Library

**Tutorial 1. The Enlightenment and Its Legacy: A General Discussion of Kant’s essay ‘What is Enlightenment?’ (Week beginning 16th February)**

**LEARNING OUTCOMES:** by the end of this tutorial students should:

- Understand the main aspects of Kant’s view of what constitutes ‘Enlightenment’.
- Be able to list and connect the various dimensions (historical, epistemological, economic, philosophical, moral/ethical, economic) of ‘The Enlightenment’.
- Be able to outline the main aspects of the legacy of the Enlightenment in contemporary society.

**Key Reading:**

Immanuel Kant, ‘An Answer to the Question: What is Enlightenment?’ (SH offprint/27344)
Further Reading

Barry, J, *Environment and Social Theory*, Chapters 1-3 *(Main/SH GF21/BARR)*
Bernstein, R, ‘The Rage against reason’, (off-print)
Lloyd, G, *The Man of Reason* *(Main BC177/LLOY)*
Hutchings, K, *Kant, Critique and Politics* *(Main/SH B2798/HUTC)*


**LEARNING OUTCOMES:** by the end of this tutorial students should:

- Understand the moral implications of the relationship between scientific methods and their technological applications for how ‘nature’ is viewed and treated in modernity.
- Understand the ways in which the ‘domination of nature’ is at the foundation of both the enlightenment and modern society.
- Be able to trace the rise in the legitimating capacity of scientific modes of reasoning and methods in modern political life.
- Understand the implications of and debates around the ‘scientific method’, and whether it can be applied to inquiry and knowledge about the human social world.

**Key readings**


Barry, J, *Environment and Social Theory*, Chapters 3 and 4. *(Main/SH GF21/BARR)*

**Further Reading**

Adorno, T & Horkheimer, M, *Dialectic of Enlightenment* *(Main B3279.H847/DIAL)*
Marcuse, H, *Eros and Civilization* *(Main HM251/MARC)*
Habermas, J, *Toward a Rational Society: Student Protest, Science and Politics* *(Main LB2322/HABE)*
Habermas, J, *Legitimation Crisis* *(Main HC54/HABE)*
Hankins, T, *Science and the Enlightenment* *(SH Q125/HANK)*
Golinski, J, *Science as Public Culture* *(Main QD18.G7/GOLI)*
Hollis, M, *The Philosophy of Social Science: An Introduction* *(Main/SH H61/HOLL)*
Trigg, *Understanding Social Science* *(Main H61/TRIG)*
Outhwaite, *New Philosophies of Social Science* *(Main H61/OUTH)*
Tutorial 3. Whose Enlightenment? The Turn to Social Criticism. (week beginning 1st March)

LEARNING OUTCOMES: by the end of this tutorial students should:

- Be able to articulate how the idea of social criticism developed as a response to the Enlightenment idea of criticism
- Understand the key features of social criticism
- Be able to evaluate various expressions of the idea of social criticism

Key Reading

MacKenzie, I., ‘Social Criticism’ in Ashe, F et al, Contemporary Social and Political Theory: An Introduction, Chapter 2. (Main/SH H61.15/ASH)

Further Reading

West, D., An Introduction to Continental Philosophy, chapters 2 and 3.
Avineri, S., The Social and Political Thought of Karl Marx (Main/SH HX708/AVIN)
Baynes, K., The Normative Grounds of Social Criticism, Introduction (Main JC578/BAYN)
Critchley and Schroeder (eds) A Companion to Continental Philosophy, chapters 1, 2, 7, 8, 11. (Main B803/CRIT)
McLellan, D., (ed) Karl Marx: Selected Writings (2nd Ed), chapters 13, 14. (Main/SH HB57.5/MARX)
Nietzsche, F., Beyond Good and Evil (Main B3313.J4/ZIMM)
Tutorial 4. Power: From Domination to Production. (week beginning 8th March)

LEARNING OUTCOMES: by the end of this tutorial students should:

- Understand how the idea of power has changed since its conceptualisation within the Enlightenment
- Be able to articulate the basic themes underpinning different conceptions of power: the relationship of power to: individuals, structures, empowerment and production.
- Be able to reflect on the place of power in social and political life

Key Reading


Further Reading

Hindess, B., *Discourses of Power* (Main HM141/HIND)
Barnes, B., *The Nature of Power* (Main HM141/BARN)
Davis et al (eds), *The Gender of Power* (Main HQ1075/DAVI)
Foucault, M., *Power/Knowledge*, chapters 3, 5, 6, 7, 8. (Main B2420.F72/POWE)
Foucault, M., *The History of Sexuality*, Volume 1, chapter on ‘Method’ (SH HQ13/FOUC)
Lukes, S., (ed) *Power* (Main JC330/LUKE)
Radkte and Stam (eds) *Power/Gender: Social Relations in Theory* (Main/SH HQ1075/RADT)

Tutorial 5. The Body, Order and the ‘Body Politic’ (week beginning 15th March)

LEARNING OUTCOMES: by the end of this tutorial students should:

- Have an appreciation of the ways in which ideas and discourses of the body have figured in thinking about society and social order from Plato to the present day.
- Understand the gendered manner in which thinking about, valuing and disciplining the body takes place.
- Have an understanding of how discourses and practices around the body figure in how we think about ideas of ‘the self’ and self-identity.
Key Reading


Further Reading

Lloyd, M, ‘Feminism, Aerobics and Politics of the Body’ (SH offprint/36051)

Turner, B, *The Body and Society: Explorations in Social Theory* (Main GN298/TURN)

Welton, D (ed), *Body and Flesh: A Philosophical Reader* (Main B105.B64/WELT)

Woodward, (ed), *Identity and Difference* (Main GN357/WOOD)

Plato, *The Republic* (Main B383/FERR)

Schilling, C, *The Body and Social Theory* (Main GN298/SHIL)

Bermúdez, J, *The Body and the Self* (Main BF82/BERM)


Grosz, E, *Volatile Bodies: Towards a Corporeal Feminism* (Main HQ1190/GROS)

Grosz, E, *Space, Time and Perversion: Essays on the Politics of Bodies* (Geosciences HQ1190/GROS)

Kroker, & Kroker, *The Last Sex: Feminism and Outlaw Bodies* (Main HQ1190/KROK)

Pile, S, *The Body and the City: Psychoanalysis, Space and Subjectivity* (Science HT153/PILE)

Tutorial 6. The Social, the Political and the Economic (week beginning 22nd March)

**LEARNING OUTCOMES:** by the end of this tutorial students should:

- Understand the different ways the social, the political and the economic relate and interact with each other.
- Be able to come to their own view as to how important the state is as an ordering set of practices in organizing the relationships between the political, the social and the economic.
- Appreciate the central role played by economic theory and practice in the rise of modernity and capitalism, and also its pre-eminence in political debate and policy-making today.

Key Reading

Further Reading

Mouffe, C, *The Return of the Political* (Main JC423/MOUF)
Polanyi, K, *The Great Transformation* (Main HC51/POLA)
Heilbroner, R, *The Worldly Philosophers* (Main HB76/HEIL)
Arendt, H, *The Human Condition* (Main HM101/AREN)
Bookchin, M, *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy* (Main CB19/BOOK)
Taylor, M, *The Possibility of Cooperation* (Main HX833/TAYL)
Held, D, *Political Theory and the Modern State*
Pierson, C, *The Modern State* (Main JC311/PIER)
Giddens, A, *Politics, Sociology and Social Theory* (Main HM33/GIDD)

**Tutorial 7. Otherness, Difference and Toleration I** (week beginning 29th March)

*Please note first assessed essay due Friday 2nd April by 4.30pm.*

**LEARNING OUTCOMES:** by the end of this tutorial students should:

- Understand the various ways which ideas of difference, otherness and associated concepts such as ‘the other’ and ‘otherness’ play important organising roles in political thought and action.
- Have a basic insight into the psychology and sociology of prejudice and toleration.
- Be able to reflect on the ways these ideas/concepts/views organise people’s everyday lives, including their own.
- Understand how self-identities and self-understandings (individual and collective) are constituted by relations of ‘self/other’.
- Be able to identify common themes in negative reactions to difference and otherness such as racism, homophobia, sexism, sectarianism, and xenophobia.
- Have a basic knowledge and appreciation of ideas of tolerance/toleration of otherness and the positive celebration/encouragement of difference.

**Key Reading**

There is no set reading for this tutorial. Please read something from the ‘further reading section’.

**Further reading**

Walzer, M, *On Toleration* (Main JC574/WALZ)
King, P, *Toleration* (Main BJ1431/KING)
EASTER VACATION : 5th – 23rd April

Tutorial 8. Otherness, Difference and Toleration II (week beginning 26th April)

LEARNING OUTCOMES: by the end of this tutorial students should:

- Be able to apply the concepts discussed in the previous lecture and tutorial to issues of difference and in/tolerance in Northern Ireland
- Be able to understand and evaluate sectarianism and religious bigotry in Northern Ireland, and sexism, homophobia and racism both within Northern Ireland and elsewhere, as forms of intolerance and fear of otherness.

Key Reading

There is no key reading for this tutorial, but students are asked to read at least TWO readings from the list below. Students should reflect on their experience and/or knowledge of in/tolerance and try and assess that experience or knowledge in the light of the theories discussed the previous week.

Further Reading

Harris, R, Prejudice and Tolerance in Ulster (Main/SH HN398.N8/HARR)
DENI, Towards a Culture of Tolerance Integrating Education (Main q JZN49/HILL)
Burton, F, ‘Sectarianism’ (SH Offprint /10911)
Brewer, J, ‘Parallels between Sectarianism and Racism’ (SH Offprint /3739)
Tutorial 9. Modernity, Risk and Progress (week beginning May 4rd)

LEARNING OUTCOMES: by the end of this tutorial students should:

- Be able to understand some of the key theoretical issues around the place, role and significance of ideas about ‘progress’ in Contemporary Social and Political Theory.
- Be able to analytically evaluate different theories and understandings of ‘progress’ in relation to modernity and associated concepts of modernisation and development.
- Be able to come to their own views as to what progress is, how it is measured and to achieve or sustain it.
- Be able to understand the concept of ‘risk’ and its associated discourses, in its use in thinking about social, economic, political, personal and ecological issues.
- Be able to critically assess Ulrich Beck’s ‘Risk Society’ thesis.
- Be able to relate the politics of risk to issues around technology, science, expertise and legitimacy.

Key Reading


Further Reading

Adams, J, Risk (Sci HM256/ADAM)
Luhmann, N, Risk: A Sociological Theory (Main HM256/LUHM)
Beck, U, Risk Society (Main/SH HM201/BECK)
Beck, U, Reflexive Modernization: Politics, Tradition and Aesthetics in the Modern Social Order (Main HM73/BECK)
Beck, U, ‘Science beyond truth and enlightenment’ (SH offprint/39512/3/4)
Goldblatt, D, Social Theory and the Environment (chapter 4) (Main/SH HM206/GOLD)
Douglas, M & Wildavsky, A, *Risk and Culture: An Essay on the Selection of Technological and Environmental Dangers* (Main H61/DOUG)
Lasch, C, *The True and Only Heaven: Progress and its Critics* (Main E169.1/LASC)
Turney, J, *Frankenstein's Footsteps: Science, Genetics and Popular Culture*
Habermas, J, ‘Modernity: An Unfinished Project’ (SH Offprint /26774)
Ratzan, S, *The Mad Cow Crisis: Health and the Public Good* (Main RA644.P93/RATZ)
Shubik, M (ed), *Risk, Organizations, and Society* (Main HM221/SCUB)
Fischer, F, *Technocracy and the Politics of Expertise* (Main JC423/FICS)
Shelley, M, *Frankenstein or The Modern Prometheus* (Main PR5397/FRAN)

**Tutorial 10. Summary and Conclusions (week beginning 10th May)**

**LEARNING OUTCOMES:** by the end of this tutorial students should:

- Be able to reflect on the key developments within contemporary social and political theory
- Be able to articulate their own responses to developments in contemporary social and political theory

There is no key or further reading for this tutorial.

* Please note second assessed essay is due Monday 17th May 2004 by 4.30pm.
Interested in Further Study?

The School of Politics and International Studies offers postgraduate MA courses in the following subjects:

- Comparative Ethnic Conflict
- European Integration and Public Policy
- International Politics
- Irish Politics
- Politics
- Theory, Culture and Identity

For further details see: http://www.qub.ac.uk/pol/postgrad.htm

APPENDIX

Allocation of Marks for Tutorial Participation, 2003/4

Students receive a mark out of 10 for their participation and general contribution to tutorials on all undergraduate modules (unless there are no tutorials as in the case of the dissertation and project).

This mark will count as 10% of the overall mark for the module.

Tutors will record the mark by completing all details on the newly designed tutorial registers. These registers must be returned to the general office at the end of week 12 of the semester.

There should be a close correlation between a student’s attendance record and the mark awarded for participation, so that a student with a poor attendance record must not be awarded a high performance mark.

In the case of occasional non-attendance covered by a medical certificate, marks should not be deducted. Where there are substantial absences covered by a medical certificate, however, the case will be referred to the School’s Student Progress/Examination Sub-Committee.

Marks must be awarded for individuals not groups.

For tutors who run tutorial presentations, the quality of the presentation might be considered to count for up to half (but no more) of the marks available for overall participation.
The marks to be awarded have conceptual equivalents as detailed below. Please bear this scale in mind (it will be printed on the registers and on all module guides) as you record a comment to justify the mark you award to each student for participation.

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<td>75 – 7.5</td>
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<th>Below average oral contribution/ preparation:</th>
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<td>48 – 4.8</td>
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<td>45 – 4.5</td>
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<td>42 – 4.2</td>
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<th>Prepared and listening/ responding well to others:</th>
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<td>65 – 6.5</td>
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<td>62 – 6.2</td>
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<th>Very little contribution/ no preparation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 – 3.5</td>
</tr>
<tr>
<td>25 – 2.5</td>
</tr>
<tr>
<td>15 – 1.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average oral contribution/ preparation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>58 – 5.8</td>
</tr>
<tr>
<td>55 – 5.5</td>
</tr>
<tr>
<td>52 – 5.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consistent non-attendance/ unprepared/ no effective contribution:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 0</td>
</tr>
</tbody>
</table>