

**The University of Adelaide
Politics Discipline
Honours 2009**

Elective Semester One – The State of the Situation

Associate Professor Greg McCarthy
Email: gregory.mcarthy@adelaide.edu.au
Telephone: c/o (08) 8303 5731

COURSE DESCRIPTION

This course will explore the relationship between the State and the situation it exists in nationally and globally, via a range of political perspectives. The analysis will take the current situation as its contextual base, starting with the end of the Cold War and 9/11, to conceptualise Australia and the U.S. as different examples of particular State regimes. Both are liberal democratic capitalist societies, yet they differ in their history and place in the world, the former is a settler-colonial society and a minor power. Whereas the U.S. is seen as an Empire, with paradoxically an ingrained civil rights discourse and a powerful military history and presence. The course will dip into the theoretical tool box of liberal democratic theory, debates around consensus and hegemony (Ernest Laclau and Chantal Mouffe) Michel Foucault's governmentality and biopower, Giorgio Agamben's "state of exception", Alain Badiou's metapolitics and Susan Buck-Morss's "thinking past terror".

The course is meant to be an introduction to these ideas at an Honours level, and only assumes a basic knowledge of democratic theory and an understanding of society. There will be a reader and a series of explanatory notes to the course and students will then be able to choose a theory or an example to develop their own essays. Students may wish to use the theory to consider states of exception, such as that of Guantanamo Bay or to think of refugee policies or the "Stolen Generation" in Australia as examples of the State operating within or outside a particular consensus, relevant to that situation. The ideas of State and situation are therefore meant to stimulate thinking so as to develop your political ideas and concepts for the Honour's

WHAT IS AN HONOURS DEGREE?

Specifications for Theses and Seminars

An Honours degree in Politics is made up of two separate components, the thesis and the coursework.

1. **The Thesis:** The Thesis is expected to be a piece of work of 15,000 words including references but excluding bibliography with an upward discretion of 3,000 words. A thesis of more than 18,000 words, including footnotes but excluding bibliography, will have marks deducted because it did not meet the

specified length. Appendices are not included in the word count but must be relevant and necessary to the thesis. The thesis will be, like all research theses, involved with the development of a sustained argument around a specific topic. You will be individually supervised in this task by a member of the Politics staff. How you arrive at who your supervisor will be, and what your topic will address, will be discussed at a preliminary meeting. You should take note that this project will be the most challenging and exciting you will have met in your academic career to date. At the end of the process a copy of your thesis will be lodged in the Barr Smith Library and one will be retained in the Discipline thesis library.

2. **Details of Seminar Presentations:** All Honours students are required to take two of the elective subjects which are offered in semester one. Each seminar paper is expected to be 6,000 words in length including references but excluding bibliography, with an upward limit of 7000. Papers that exceed this limit will have marks deducted.

Seminar courses in the first semester **commence in the week beginning 2 March 2009 (the first teaching week of the semester). Seminars generally run for ten weeks (not counting the two week semester break).** Part time students may be permitted to enrol in second semester electives (please see the Honours Convenor to discuss this).

Seminar courses in second semester **commence in the week beginning 27 July 2009. Seminars generally run for ten weeks (not counting the semester break between).**

PREPARATION FOR AND ATTENDANCE AT ALL CLASSES IN EACH OF THE SEMINARS IS COMPULSORY. If you fail to attend classes without adequate explanation, you may be excluded from the course and your work not accepted for assessment.

The seminars to be offered in 2009 are listed in this handbook. You are asked to note on your application forms your preferences for the electives and, as far as possible, student preferences will be met. However, the goal is to produce seminar groups that are neither too large nor too small. A seminar that attracts fewer than six students may be deemed non-viable and cancelled.

3. **Changing seminars:** It is possible to change seminars up to the end of the second week of the first semester. However, students must first consult with the Honours Convenor. Students will not be permitted to change seminars if this would have the effect of making a seminar group too large or too small to be viable.
4. **Marks:** Students will be advised during the year of the marks they receive for their seminar papers (see p. 9).

IN ADDITION TO THEIR SEMINARS, ALL STUDENTS MUST ALSO ATTEND TWO SPECIAL INTRODUCTORY CLASSES THAT WILL RUN IN WEEKS TWO AND THREE OF THE FIRST SEMESTER (TIME AND PLACE TO BE ANNOUNCED). TOPICS COVERED WILL INCLUDE: NOTE-TAKING, REFERENCING, PLAGIARISM AND PARAPHRASING, AND STUDENT-SUPERVISOR RELATIONSHIPS. ATTENDANCE IS COMPULSORY.

DEADLINES 1ST AND 2ND SEMESTER 2009

Seminar Papers

All first semester seminar papers must be handed up by Friday 12 June 2009 by 12.00 p.m.

All second semester seminar papers must be handed up by Friday 6 November 2009 by 12.00 p.m.

Thesis

Your thesis must be submitted by Tuesday 27 October 2009 by 12.00 p.m. (unless you are part-time, in which case your thesis may be due the following year).

We require two word processed copies of each seminar paper and an electronic version of the paper, and two hard bound word processed copies of your thesis and an electronic version. Electronic copies of seminar papers and theses are to be sent to Greta Larsen (greta.larsen@adelaide.edu.au).

Please note that Honours deadlines are very strictly enforced. **Extensions are granted only in exceptional circumstances and require the permission of the Honours Committee.** Papers and theses late without extensions, will be penalized at the rate of 5% (out of 100%) for each day late, including weekends and public holidays. Papers and theses late without extension will no longer be accepted after 5 days. **Students must ensure that they make backups of all material on computer; extensions for 'lost' material will not be granted.**

EXPECTATIONS

Students should note that the full-time Honours programme requires a commitment of a full five-day working week for study. Students who are uncertain as to their ability to fulfil this commitment should discuss the matter with their supervisor at the earliest opportunity.

ASSESSMENT

The following descriptors provide guidelines for the assessment of Honours essays and theses.

<u>Percentage</u>	<u>Honours Category*</u>	<u>Criteria</u>
90+	I	Exceptional. Analytically sophisticated. Substantial intellectual originality.
80-89	I	Outstanding. Originality in discovery, use of material. Successful reinterpretation of a body of material. Successful interpretation of new material. Well-crafted argument.
70-79	IIA	Very competent. Critical, well-researched, well-informed argument, clearly presented. Will not show the same originality and/or ability as is required to achieve a First.
60-69	IIB	There are a range of IIB characteristics. These could include: inadequate research; a well researched but poorly argued piece; a good thesis project with a major research or analytical flaw; ineffective connection between argument and evidence; failure to locate argument in broader intellectual context; failure to address a range of alternative views and interpretations.
50-59	Third	Limited achievement. Basic flaw in the argument or very poor development of an argument. Poor research. Basic problems with connecting research to the argument.
0-49	Fail	Substantial weaknesses in content and/or understanding apparent; major irrelevancies.

- * These categories assume in general adequate and proper referencing and/or quoting. Should a paper or thesis display significant scholarly deficiencies or contain significant plagiarised material, the Discipline has developed separate policies which should be applied. See below (Plagiarism Policy and Scholarly Deficiencies Policy).

Plagiarism Policy

Should a marker discover one and/or more of the following, they will take the matter to the Honours convenor:

- i) More than 200 words of plagiarized material
- ii) 3 separate instances of plagiarized material
- iii) A substantial unacknowledged intellectual debate.

The marking procedure would cease and University regulations will be applied.

Scholarly Deficiencies Policy

Scholarly deficiencies are described as: anything less than the parameters set for plagiarism in the lifting of material; careless and/or inadequate referencing or quoting; misrepresentation of sources of material (e.g. implying primary sources were used when the references were taken from secondary sources); important errors of fact. If the marker believes that the above are serious enough to undermine the integrity of the seminar paper or thesis, they will submit a separate 'Scholarly Deficiencies Report' (separate from the usual comments on argument, etc).

Issues Associated With Plagiarism, Collusion And Cheating

For students, plagiarism, collusion and other forms of cheating are expressly forbidden under the University's Rules for Assessment [<http://www.adelaide.edu.au/policies?241>], which state that:

1. No student will submit for assessment any piece of work that is not entirely the student's own, except where either:
 - a) the use of the words, designs, computer code, creative works or ideas of others is appropriate and duly acknowledged, or
 - b) the assessor has given prior permission for joint or collaborative work to be submitted.
2. No student will submit as if they were genuine any data or results of laboratory, field or other work that are fabricated or falsified.
3. No student will assist any candidate in any piece of assessed individual work, and no student shall accept assistance in such a piece of assessed individual work, except in accordance with approved study and assessment schemes.
4. No student will submit the same piece of work for assessment in two different courses, except in accordance with approved study and assessment schemes.

Any form of cheating in examinations is expressly forbidden in Section 4.5 of the University's Examinations Policy : (<https://www.adelaide.edu.au/policies/?456>).

MECHANISMS FOR RESOLUTION OF COMPLAINTS, INCLUDING INFORMATION AND ADVOCACY SERVICES

A. Role of Honours Convenor

Any problems experienced between a student and their supervisor will be referred to the Honours Convenor in the first instance for resolution, as will any complaints or problems relating to the Honours programme.

B. Role of Honours Committee

Any student complaint or problem may also be referred to the Honours Committee of the Discipline. Applications for extensions are normally addressed to the Honours Convenor. Requests to transfer to part-time status should be raised in the first instance with the Honours Convenor but permission has to be sought from the Faculty Registrar. Difficult or marginal cases may be referred to the Honours Committee.

C. Marking Procedures

1. There will be two markers for each piece of work submitted. The primary marker will assign a mark and prepare a report. The second marker will act as a cross check on the first. A convenor of a seminar may act as an examiner of papers produced in her or his seminar, but a thesis supervisor will not mark the thesis which he or she supervised. Any discrepancies in marks will be resolved by the Honours convenor in consultation with the markers involved. If necessary a third marker will be appointed.
2. If either of the markers submits a Scholarly Deficiencies Report, the following procedures will apply. If there is a significant discrepancy, the other marker would be given the opportunity to alter their mark in the light of the Scholarly Deficiencies Report. Should a significant discrepancy remain, the Honours Convenor will mediate in consultation with the markers concerned.
3. The marks will be aggregated with a weighting of 50% being given to thesis work and 50% to coursework (25% for each seminar paper).
4. There will be a single meeting of the Honours Committee to consider the marks and determine the class of Honours to be awarded.

D. Marks and Comments

In most circumstances students will receive feedback on their seminar papers when the full marking process is completed. This may take some time as the process takes place over the mid-year break when some staff may be away. The feedback will consist of the two relevant marks (i.e. the final, averaged marks for each seminar) and a report (comments) on each paper. The feedback, both on seminar papers and theses, will be delivered via the student's thesis supervisor.

Students will receive feedback on their thesis at the end of the year. Each student will receive a thesis report plus the thesis mark and their final overall mark and grading.

E. University Regulations and Mechanisms for Dealing with Student Difficulties

Relevant university regulations and mechanisms for dealing with any student difficulties, such as resolving disputes, remarking work, etc. can be found under Grievance Procedures in the Student Guide and Timetable (Vol. IV of the University of Adelaide Calendar).

SEMINAR PROGRAM

Seminar One: 2 March: Introduction

Seminar Two:

(Seminar date to be decided due to Monday public holiday – perhaps 3 to 5 pm Friday 13 March).

What is Laclau and Mouffe’s theoretical and political project?

What is Badiou’s concept of the State and the “state of the situation”?

Reading:

“Interview with Chantal Mouffe and Ernesto Laclau”, Simon Fraser University Online, 1999

Jason Baker, *Alain Badiou: A Critical Introduction*, London: Pluto Press, 2002, pp. 1-13

Seminar Three: 16 March

Critically assess Badiou’s radical version of politics.

Reading:

Alain Badiou , “Introduction to Alain Badiou”, *Metapolitics*, London, Verso Press, 2005, v-xxx

Mairead Phillips, “Backs to the wall: a reading of Alain Badiou's *Metapolitics*” (Book review).

Alain Badiou, *The Century*, London: Polity Press, 2007, pp.1-11

Seminar Four: 23 March

Critically discuss what point Michel Foucault is making in “Society must be defended”.

Reading:

Michel Foucault, *Society Must Be defended, Lectures at the College De France, 1975-1976*, New York: Picadorpp.239-265

Andrew W. Neal “Cutting off the King's head: Foucault's Society Must Be Defended and the problem of sovereignty” *Alternatives: Global, Local Political*, 29.4 (August-Oct 2004) (26): p. 373.

Seminar 5: 30 March

What distinguishes Foucault from Agamben on the state and citizens?

Reading:

Michel Foucault, *Security, Territory, Population, Lectures at the College De France 1977-1978*, New Hampshire Palgrave MacMillan, 2007, Lecture One, Course

Summary, 263-367

Michel Senellart, Course Context, pp. 369-391.

Giorgio Agamben, *State of Exception*, Chicago_ Univ. Chicago Press, 2005, pp.1-32

Seminar 6: 6 April

What is Hardt and Negri's concept of Empire how does it differ from imperialism?

Reading:

Michael Hardt and Antonio Negri, *Empire*, Cambridge MA: Harvard Univ. Press 2000

Atilio A Boron, *Empire and Imperialism: A Critical Reading of Michael Hardt and Antonio Negri*, London: Zed Books, 2005, pp. 1-22.

April Mid-Semester Break 13 April -27

Seminar 7: 27 April

Consider the different applications of State theory to situations.

Reading:

Donald E Pease, “Between Homeland and Abu Ghraib: Dwelling in Bush's Biopolitical Settlement”, in Ashley Dawson and Malini Johar Schueller, (editors) *Exceptional State: Contemporary U.S. Culture and the New Imperialism*, Durham: Duke Univ. Press, 2007, pp. 60-88.

John L Comaroff and Jean Comaroff , *Law and Disorder in the Postcolony*, Chicago: Univ. Chicago Press, 2006, pp. 1-57.

Seminar 8: 4 May

What do you understand as the thinking behind the linking of the State with the idea of necropolitics?

Reading:

Pal Ahluwalia “Death and Politics: Empire and the “New” Politics of Resistance” in Revathi ab nd John C Hawley, *The Postcolonial and the Global*, Minneapolis: univ. Minnesota Press, pp. 166-178.

Achille Mbembe “Necropolitics”, *Public Culture*, 15, no1, 2003, pp11-40.

Dinesh Wadiwel, “A Particularly Governmental Form of Warfare’: Palm Island and Australian Sovereignty” in Suvendrini Perera (ed.) *Our Patch: Enacting Australian Sovereignty Post-2001*, Perth: Curtin Univ Press, Network, 2007, pp.149-167.

Seminar 9: 11 May

Does the war on terror change our thinking on the state and citizens?

Reading:

Susan Buck-Morss, *Thinking Past Terror*, London: Verso 2003, pp.21-40.

Marie Giannacopoulos, “Terror-Australis: White Sovereignty and the Violence of Law” in *Borderland, ejournal* Vol 5, No 1, 2006.

Seminar 10: 18 May

Student presentation and drinks.

Emergency procedures

In Case of an Emergency

- Listen to any messages on the Public Address system
- Obey wardens or the Fire Brigade
- Assist people with disabilities
- Evacuate the Building and surrounding stairs. The evacuation assembly areas for the Napier Tower and Ligertwood Building are the Goodman Crescent lawns in front of Elder Hall. For lower ground Napier Building assemble in the Hughes Plaza outside Security and for the Education Building precinct it is North Terrace.

Do Not

- Use the lifts
- Enter the Napier Building

Know Your Wardens

Chief Warden	White helmet
Deputy Chief Warden	White helmet
Warden	Red helmet

Alert Tone

When you hear the Alert tone (a series of long beeps), collect your belongings, prepare to evacuate, and await further instructions.

Evacuation Tone

The evacuation tone follows the Alert tone. A message will be announced on the Public Address system. Leave by the nearest exit, as directed by the floor wardens.

After Hours

The system will immediately go into evacuation mode. Leave the building by the nearest exit. Do not use the lift.

Users with Disabilities

Users whose disability may make it difficult to use the emergency exits should notify the History Office of their presence in the building, and of their likely movements within the building. This will aid in your speedy evacuation in an emergency.

Reporting an Emergency

If you see or hear a potential hazard in the Napier Building please report the nature and location of the problem immediately to the History Office.

In Case of Minor Injury

First Aid Box in the History Office and First Aider available Security Staff.

Emergency Preparedness Guidelines For People With Disabilities

Follow the guidelines on the “Emergency Procedures” flip-chart.

- Become familiar with alternate evacuation routes in buildings you use frequently.
- Learn what may constitute a safe area in buildings you use frequently.

If you are unable to follow the “Emergency Procedure” guidelines, develop other strategies for your protection. For example, if you use a wheelchair and cannot duck and cover under a table in the event of an earthquake or similar emergency:

- Protect your head as much as possible.
- Move away from windows, filing cabinets, bookcases, light fixtures, and heavy objects that could shatter, fall, or tip over.
- Engage the electronic brake or wheel locks on your wheelchair.

Consider various disaster scenarios and decide ahead of time what you would do in different emergencies. For example, people with power wheelchairs should consider the following:

- In evacuations, it is standard practice to evacuate disabled people without their wheelchairs. Where should you be located while waiting for your wheelchair?
- Are there certain medications or support systems that you need?
- Do you have access to another wheelchair if yours cannot be evacuated?

Know your limitations and be aware of your needs in different emergencies. If you need assistance, ask for it. People may not be aware of your circumstances or know how they can help.

Consider how people will give you emergency information and how you will communicate your needs if you have impaired speaking, hearing, or sight.

Consider arranging a buddy system with friends or colleagues so that someone will check with you, alert you as necessary, and see whether you need any assistance.

If you need to be evacuated, help yourself and rescuers by providing them with information about your needs and the best ways to assist you.

Occupational Health & Safety Arrangements

The School of History and Politics is committed to upholding the University's Policy on Occupational Health & Safety (OH&S). Also, all staff and students have a legal responsibility to act in the interests of themselves and others with respect to OH&S. To assist the School and to comply with your responsibilities you are asked to become informed about the following arrangements and personnel.

EMERGENCY EVACUATION PROCEDURES – FIRE OR BOMB THREAT

Napier Building Fire Wardens	Room	Phone
Chief Warden: Mr Robert Ewers	Faculty Office Napier Undercroft	35245

Deputy Warden: Andrew Ragless	Napier G60	30303
-------------------------------	------------	-------

Floor Wardens

5 th floor: Tom Buchanan	Napier 518	34682
4 th floor: Julie McMahon	Napier 423	35032
3 rd floor: Christine McElhinney	Napier 422	35610

Evacuation Areas

The evacuation assembly areas for the Napier Tower and Ligertwood Building are the Goodman Crescent lawns in front of Elder Hall. For lower ground Napier Building assemble in the Hughes Plaza which is outside Security and for the Education Building precinct it is North Terrace.

Evacuation Procedures

Staff and students must leave the building via the fire stairs once the notice to evacuate has been raised. The lifts should not be used. Those experiencing difficulties leaving need to notify the floor warden. Staff and students may return only after the Warden has granted permission.

Medical Emergencies & First Aid

In life threatening situations (only) ring 35444.

Contact a First Aid Officer (see below). A First Aid kit is kept in Napier Room 423. Please record any usage in the notebooks provided. Your nearest sick bay/rest room is to be found on 1st Floor Ligertwood Building, Room 103B.

Representatives and Officers

First Aid officers are trained to deal with first aid situations. The School Safety Officers represent the Head of School in OH&S matters. The elected OH&S Representative can represent staff and students in OH&S issues.

Name	Room	Phone
OH & S representative		
Tom Buchanan	Napier 518	34682

First Aid Officers

Gloria Sumner	Faculty office Napier Undercroft	35186
Vicki Johnson	Faculty office Napier Undercroft	35245
Departmental Safety Officer	tba	

Accident & Incident Reporting

OH&S legislation demands that all accidents and near-miss incidents be reported to the School Manager of Discipline Head. An Accident/Incident Report and Investigation Form must be completed (preferably within 48 hours) by the person involved and the supervisor and a copy given to the OH&S Safety Officer. Copies are available from the OH&S Representative or Safety Officer.