COURSE DESCRIPTION

COURSE/SUBJECT: POLITICAL AND CULTURAL THOUGHT (POLITICAL SCIENCE)
YEAR 1 / SEMESTRAL COURSE
SEMESTER: 1ST
DEGREE: AUDIOVISUAL COMMUNICATION
MODALITY: ON CAMPUS
ACADEMIC YEAR: 2018/2019
FACULTY OF HUMANITIES AND COMMUNICATION SCIENCES
# 1. COURSE/SUBJECT IDENTIFICATION

## 1.- COURSE/SUBJECT:

<table>
<thead>
<tr>
<th>Name:</th>
<th>POLITICAL AND CULTURAL THOUGHT (POLITICAL SCIENCE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>c109; j103; k111; l108; m108; n108; o109; p111; q111; s103; t103; u103</td>
</tr>
<tr>
<td>Year(s) course is taught:</td>
<td>1</td>
</tr>
<tr>
<td>Semester(s) when the course is taught:</td>
<td>1 and 2</td>
</tr>
<tr>
<td>Type:</td>
<td>Core Subject</td>
</tr>
<tr>
<td>ECTS of the course:</td>
<td>6</td>
</tr>
<tr>
<td>Hours ECTS:</td>
<td>(30)</td>
</tr>
<tr>
<td>Language:</td>
<td>English</td>
</tr>
<tr>
<td>Modality:</td>
<td>On Campus</td>
</tr>
<tr>
<td>Degree(s) in which the course is taught:</td>
<td>Journalism, Audiovisual Communication, Advertising and PR, Digital Communication</td>
</tr>
<tr>
<td>School which the course is taught:</td>
<td>Humanities and Communication Sciences</td>
</tr>
</tbody>
</table>

## 2.- ORGANIZATION OF THE COURSE:

| Department: | Humanities |
| Area of knowledge: | Political Thought |

# 2. LECTURERS OF THE COURSE/SUBJECT

## 1.-LECTURERES:

<table>
<thead>
<tr>
<th>Responsible of the Course</th>
<th>CONTACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>María Teresa Cid Vázquez</td>
</tr>
<tr>
<td>Phone (ext):</td>
<td>+34 91 456 63 00 ext. 4255</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:teresacid@ceu.es">teresacid@ceu.es</a></td>
</tr>
<tr>
<td>Office:</td>
<td>Paseo Juan XXXIII, núm. 3, desp. 2</td>
</tr>
<tr>
<td>Teaching and Research profile:</td>
<td>PhD in Law (Complutense University). Assistant professor in Political Thought</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecturer(s)</th>
<th>CONTACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Ainhoa Uribe Otalora</td>
</tr>
<tr>
<td>Phone (ext):</td>
<td>+34 91 456 63 00 ext. 5112</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:ainhoa.uribeotalora@ceu.es">ainhoa.uribeotalora@ceu.es</a></td>
</tr>
<tr>
<td>Office:</td>
<td>Faculty of Law. Avenida del Valle 21. Ground floor. Vice-dean Office</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecturer(s)</th>
<th>CONTACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>David Sarias Rodríguez</td>
</tr>
</tbody>
</table>
2.- TUTORIALS:
For any queries students can contact lecturers by e-mail, phone or visiting their office during the teacher’s tutorial times published on the students’ Virtual Campus.

3. COURSE DESCRIPTION
The objective of the course is to introduce students to the origins of our present ideas about politics, in order to familiarize students with both political concepts and political thinkers. This course offers a critical introduction to the main issues and debates in western political theory, including but not limited to the topics of the state, the political culture, political parties, public opinion, equality, democracy or liberty. The subject will cover classical political thought and modern political thought. In both cases, the course focuses on the seminal texts of Western Political Thought. The texts contain the earliest expressions of major political concepts, ideas and ideals. They also carry the imprint of the historical context in which they were written. Similarly, the course surveys the development of political concepts in modern Western thought.

4. COMPETENCIES

1.- COMPETENCIES

<table>
<thead>
<tr>
<th>Code</th>
<th>Basic and General Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC1</td>
<td>Continuous learning: To enhance the student’s ability to learn, having assimilated the concepts previously learnt in the secondary education, through advanced texts related to their area of knowledge.</td>
</tr>
<tr>
<td></td>
<td>(CB1: Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio.)</td>
</tr>
<tr>
<td>BC2</td>
<td>Work in a professional way: To allow the students to apply their knowledge in a professional way. To use arguments and solve problems in their area of knowledge.</td>
</tr>
<tr>
<td></td>
<td>(CB2: Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio).</td>
</tr>
<tr>
<td>BC3</td>
<td>Understand data: To allow students to look up information and understand it, in order to make statements and judgements, about important topics such as social, scientific or</td>
</tr>
</tbody>
</table>
ethical issues.
(CB3: Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética).

2.- LEARNING OUTCOMES:

<table>
<thead>
<tr>
<th>Code</th>
<th>Learning outcomes</th>
</tr>
</thead>
</table>
| 1    | *To analyse and evaluate different methodological approaches for understanding Political Thought.*  
(Analizar y evaluar los diferentes enfoques metodológicos con los que se puede abordar el estudio de la disciplina.) |
| 2    | *To introduce students to the origins of our present ideas about politics*  
(Demostrar comprensión detallada del origen y desarrollo de los conceptos fundamentales de la teoría política moderna y contemporánea). |
| 3    | *To identify and explain different concepts and how they vary among thinkers.*  
(Identificar y explicar diferentes conceptos políticos y la forma en que varían entre los pensadores.) |
| 4    | *To analyse and compare political assumptions and political thinkers, in order to understand the history of political thought and contemporary politics*  
(Analizar y comparar las figuras más importantes y corrientes básicas de la historia del pensamiento político, así como las principales formas políticas contemporáneas). |
| 5    | *To identify the reasons of nowadays disaffection towards political and social thought. To explain the main efforts to face this disaffection.*  
(Ser capaz de identificar las raíces de la actual desconfianza hacia el pensamiento político y social y de explicar los intentos más actuales de resolverla.) |
To be able to express the results of contemporary research, according to the methods of communication disciplines.

(Ser capaz de exponer de forma adecuada los resultados de la investigación de manera oral, escrita, audiovisual o digital, conforme a los cánones de las disciplinas de la información y comunicación.)

### 5. LEARNING ACTIVITIES

#### 1.- DISTRIBUTION OF STUDENTS` ASSIGNMENT:

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>On-campus hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Seminar</td>
<td>60</td>
</tr>
</tbody>
</table>

**TOTAL Presence Hours: 60**

#### 2.- DESCRIPTION OF LEARNING ACTIVITIES:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>AF2 Seminar</td>
<td>Learning activity which highlights the participation of the student in the reasoned interpretation of the contents and the sources of the area of study. It is oriented preferably to the competence of the application of knowledge (competence 2 MECES), and also to the ability of gathering, interpreting, and judging information and relevant data (competence 3 MECES). It is representative of mixed profile activities or subjects; theories and practices.</td>
</tr>
<tr>
<td>AF4 Practice and dissertations</td>
<td>Learning activity oriented preferably to the competence of application of knowledge (competence 2 MECES) and representative of subjects or practical activities.</td>
</tr>
<tr>
<td></td>
<td>1) Reading tests: the students will have to read primary works and they will sit a practical exam (on selected readings). The texts contain the earliest expressions of major political concepts. The student should be able to identify and explain different concepts and how they vary among thinkers; to compare political assumptions; to assess the strength and weaknesses of different theories; and to write analytical essays that explain and paraphrase clearly and concisely complex arguments.</td>
</tr>
<tr>
<td></td>
<td>2) Oral presentations: The students will be evaluated also by oral presentations. Through close textual readings and contextual analysis the students will engage in a systematic comparison of our assumptions about politics with those expressed in these philosophical debates. And, in so doing, they will attempt to further their understanding of contemporary politics and the problems requisite to our own political practices.</td>
</tr>
<tr>
<td>AF7 Self Student Work</td>
<td>Learning activity where the student develops his or her study in an autonomous way working with formative materials.</td>
</tr>
</tbody>
</table>
6. ASSESSMENT OF LEARNING

1.- CLASS ATTENDANCE:

- In order to be eligible for examination by continuous assessment students must attend at least 75% of scheduled class time (attendance sheets will be used). As students may be absent 25% of the classes, no attenuating circumstances will be accepted for absences.
- 100% attendance at practical classes is required.

2.- ASSESSMENT SYSTEM AND CRITERIA:

<table>
<thead>
<tr>
<th>Ordin ary Examination (continuous assessment)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final exam</td>
<td>60</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>20</td>
</tr>
<tr>
<td>Practical exercises/ dissertations</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Re-take Exam/Extraordinary Examination</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final exam</td>
<td>100</td>
</tr>
</tbody>
</table>

3.- DESCRIPTION OF ASSESSMENT CRITERIA:

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE1 Dissertation</td>
<td>Presentation of lectures in seminars or work groups.</td>
</tr>
<tr>
<td>SE2 Written Exam</td>
<td>Tests, short questions, essay questions, exercises, practical cases or legal questions.</td>
</tr>
<tr>
<td></td>
<td>- Midterm exam (short questions and practical questions)</td>
</tr>
<tr>
<td></td>
<td>- Final exam (short questions and practical questions)</td>
</tr>
<tr>
<td>SE4 Assessment of Practices or Simulations</td>
<td>Practices and Simulations</td>
</tr>
<tr>
<td></td>
<td>1) Reading tests: the students will have to read primary works and they will sit a practical exam (on selected readings). The texts contain the earliest expressions of major political concepts. The student should be able to identify and explain different concepts and how they vary among thinkers; to compare political assumptions; to assess the strength and weaknesses of different theories; and to write analytical essays that explain and paraphrase clearly and concisely complex arguments.</td>
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engage in a systematic comparison of our assumptions about politics with those expressed in these philosophical debates. And, in so doing, they will attempt to further their understanding of contemporary politics and the problems requisite to our own political practices.

### 7. COURSE PROGRAMME

**1.- COURSE PROGRAMME:**

**THEORETICAL:**

**THE ORIGINS OF POLITICAL THOUGHT**

2. CLASSICAL POLITICAL PHILOSOPHY: ANCIENT GREECE AND ROME
   2.1. Plato
   2.2. Aristotle
   2.3. Cicero
3. EARLY CHRISTIAN POLITICAL PHILOSOPHY: Saint Augustine

**THE STATE AND THE SOCIAL CONTRACT**

4. MEDIEVAL POLITICAL THEORY: Thomas Aquinas
5. RENAISSANCE POLITICAL PHILOSOPHY:
   5.1. Niccolo Machiavelli
   5.2. Thomas More

**REVOLUTION: FREEDOM OR SUBMISSION?**

6. THE EARLY MODERN FOUNDATIONS OF CLASSICAL LIBERALISM:
   6.1. Hobbes
   6.2. Locke
   6.3. Montesquieu
   6.4. Jean-Jacques Rousseau
   6.5. Edmund Burke
   6.6. Thomas Payne
   6.7. Thomas Jefferson
   6.8. Tocqueville
   6.9. Mary Wollstonecraft (and XIX sufragism)

7. THE EARLY NINETEENTH CENTURY LIBERALISM:
   7.1. John Stuart Mill
   7.2. Jeremy Bentham
   7.3. Benjamin Constant

8. SOCIALISM AND MARXISM:
   8.1. Karl Marx
   8.2. Eduard Bernstein (Revisionism: social-democracy)

**POSTMODERNISM AND NEW IDEOLOGIES**

9. FINAL REFLECTIONS: ON AUTHORITY
   9.1. Non violence: Mahatma Gandhi, Mountbatten
9.2. National socialism and fascism
9.3. Communities: Taylor
9.5. Postmodernism and new ideologies.

PRACTICAL WORK PROGRAMME:

Reading Primary Texts (selection of extracts from):

- Plato, *Republic*
- Tucidices, *The Peloponnesian War*
- Aristotle, *Politics*
- Machiavelli, *The Prince*
- Thomas Hobbes, *Leviathan*
- John Locke, *Second Treatise of Government*
- Montesquieu, *The Spirit of the Laws*
- Jean-Jacques Rousseau, *The Social Contract*
- Alexis de Tocqueville, *Democracy in America*
- Edmund Burke, *Reflections on the Revolution in France*
- Mary Wollstonecraft, *A Vindication of the rights of women*
- Jeremy Bentham, *An introduction to the principles of morals and legislation*
- John Stuart Mill, *On Liberty*
- Karl Marx, *Capital*
- Ortega y Gasset
- Hannah Arendt
- Others

8. RECOMMENDED READING

1.- ESSENTIAL BIBLIOGRAPHY:

Bibliography in English:

HANDBOOK:


Readers (primary texts):

Bibliography in Spanish:

2.- ADDITIONAL BIBLIOGRAPHY:

Additional Bibliography in English:
- Nelson, Brian R. *Western Political Thought*, 1996.
- Strauss, Leo. *Natural Right and History*, 1953.
### Additional bibliography in Spanish:


### Reading Primary Texts (selection of extracts from):

- Plato, *Republic*
- Tucidices, *The Peloponnesian War*
- Aristoteles, *Politics*
- Machiavelli, *The Prince*
- Thomas Hobbes, *Leviathan*
- John Locke, *Second Treatise of Government*
- Montesquieu, *The Spirit of the Laws*
- Jean-Jacques Rousseau, *The Social Contract*
- Alexis de Tocqueville, *Democracy in America*
- Edmund Burke, *Reflections on the Revolution in France*
- Mary Wollstonecraft, *A Vindication of the rights of women*
- Jeremy Bentham, *An introduction to the principles of morals and legislation*
- John Stuart Mill, *On Liberty*
- Karl Marx, *Capital*
- Ortega y Gasset
- Hannah Arendt
- Others

### 4.- WEB RESOURCES:

**Platón**  
[http://www.gutenberg.org/etext/150](http://www.gutenberg.org/etext/150)

**Aristóteles**  
[http://classics.mit.edu/Browse/browse-Aristotle.html](http://classics.mit.edu/Browse/browse-Aristotle.html)

**Maquiavelo**  

**Moro**  
[http://www.gutenberg.org/etext/2130](http://www.gutenberg.org/etext/2130)

**Hobbes**  
[https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/748/leviathan.pdf](https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/748/leviathan.pdf)

**Locke**  
[https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/748/leviathan.pdf](https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/748/leviathan.pdf)

Montesquieu

Rousseau

Burke

Tocqueville

Marx
[http://www.marxists.org/espanol/m-a/1840s/48-manif.htm](http://www.marxists.org/espanol/m-a/1840s/48-manif.htm)
[http://www.efm.bris.ac.uk/het/marx/manifest.txt](http://www.efm.bris.ac.uk/het/marx/manifest.txt)

F. A. Hayek

Hannah Arendt
[http://www.trincoll.edu/depts/phil/phil0/phils/arendt.html](http://www.trincoll.edu/depts/phil/phil0/phils/arendt.html)

John Rawls

Karl Popper
[http://monoskop.org/images/5/51/Popper_Karl_La_sociedad_abierta_y_sus_enemigos_I-II.pdf](http://monoskop.org/images/5/51/Popper_Karl_La_sociedad_abierta_y_sus_enemigos_I-II.pdf)

Other sources:
Oxford Union Website [http://www.oxford-union.org/members/rules](http://www.oxford-union.org/members/rules)
Encyclopedias of political philosophy:
[http://www.iep.utm.edu/](http://www.iep.utm.edu/)
[http://www.philosophypages.com/links.htm](http://www.philosophypages.com/links.htm)

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### 9. ATTITUDE IN THE CLASSROOM

1.- REGULATIONS

Any irregular act of academic integrity (no reference to cited sources, plagiarism of work or inappropriate use of prohibited information during examinations) or signing the attendance sheet for fellow students not present in class will result in the student not being eligible for continuous assessment and possibly being penalized according to the University regulations.