



The Hebrew University of Jerusalem

Syllabus

How to research political thought: Basic Course for Research Students - 56813

Last update 12-10-2024

HU Credits: 4

Degree/Cycle: 2nd degree (Master)

Responsible Department: Political Science

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Prof. Efraim Podoksik

Coordinator Email: podoksik@mail.huji.ac.il

Coordinator Office Hours: Monday 18:00 - 19:00

Teaching Staff:

Prof. Efraim Podoksik

Course/Module description:

The course aims at familiarising the students with research practices and skills in the variety of subfields of the discipline of political thought.

Course/Module aims:

Learning outcomes - On successful completion of this module, students should be able to:

- 1) To identify various ways of conducting research as they find their expression in the study of political thought as well as their possible combinations.
- 2) To perform various research activities in the field of political thought at a high professional level.

Attendance requirements(%):

80%

Teaching arrangement and method of instruction: 1) Class discussions

2) In-class exercises

Course/Module Content:

Lesson (Mondays):

1) Introduction

2) Philology

Classical philology

Analytic philosophy

Analysis of ideological components

History of concepts

3) History

Inter-textual context

Biographical context
Historical context

4) Philosophy

Philosophical analysis of thinkers
One's own philosophical enterprise

5) Interpretation

Dialogue with thinkers
One's own philosophical discussion

6) Application

Application of political theory
Ideological elucidation

Workshop (Wednesdays):

- 1) Finding a research topic*
- 2) Searching for material*
- 3) Preliminary acquaintance with the material*
- 4) Crystallising the direction of reflection*
- 5) Basics of focused research*
- 6) Reading primary sources*
- 7) Inter-textual study*
- 8) Studying an idea or concept*
- 9) Exploring around*
- 10) The basics of writing*
- 11) Structuring the writing*
- 12) Creativity vs. technique*
- 13) Style and form*
- 14) Summary*

Required Reading:

1. Gregory Vlastos, 'The Theory of Social Justice in the Polis in Plato's Republic', in Studies in Greek Philosophy, vol. 2: Socrates, Plato and Their Tradition (Princeton: Princeton University Press, 1995), pp. 69-103.

2. Gerald C. MacCallum, Jr., 'Negative and Positive Freedom', Philosophical Review 76(3), 1967, pp. 312-334.

3. Michael Freeden, 'Is Nationalism a Distinct Ideology?' Political Studies 46(4), 1998,

pp. 748-765.

4. James Hankins, 'Exclusivist Republicanism and the Non-Monarchical Republic', *Political Theory* 38(4), 2010, pp. 452-482.

5. Jay M. Smith, *Nobility Reimagined: The Patriotic Nation in Eighteenth-Century France* (Ithaca, NY: Cornell University Press, 2018), ch. 2, pp. 67-103.

6. Joseph Frank, *Dostoevsky: The Seeds of Revolt, 1821-1849* (Princeton: Princeton University Press, 1977), ch. 14, pp. 182-198.

7. Eric Nelson, *The Royalist Revolution: Monarchy and the America Founding* (Cambridge, MA: The Belknap Press, 2014), ch. 1, pp. 29-65.

8. Jeremy Waldron, 'Hobbes and the Principle of Publicity', *Pacific Philosophical Quarterly* 82(3-4), 2001, pp. 447-474.

9. Elizabeth S. Anderson, 'What Is the Point of Equality?', *Ethics* 109(2), 1999, pp. 287-337.

10. Steven B. Smith, *Hegel's Critique of Liberalism: Rights in Context* (Chicago: The University of Chicago Press, 1989), ch. 8, pp. 232-246.

11. Aurelian Craiutu, *Faces of Moderation: The Art of Balance in an Age of Extremes* (Philadelphia: University of Pennsylvania Press, 2017), ch. 1, pp. 13-33.

12. Will Kymlicka, *Multicultural Citizenship, A Liberal Theory of Minority Rights* (Oxford: Clarendon Press, 1995), ch. 7, pp. 131-151.

13. Roger Scruton, *The Meaning of Conservatism* (Basingstoke: Palgrave Macmillan, 2001), pp. 1-16.

Additional Reading Material:

Grading Scheme:

Essay / Project / Final Assignment / Home Exam / Referat 80 %
Active Participation / Team Assignment 20 %

Additional information:

1) Cellular phones should be switched off.

2) Computers should be brought to workshops.

3) During the course the teacher may for academic reasons introduce changes into the course programme, including the assignments.