

WHAT THE HELL ARE WE STUDYING THIS FOR?

Teaching Politics to Non-Politics students

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<https://www.theguardian.com/science/2011/may/06/boredom-good-for-you-claims-study>



<https://www.transparency.org/en/what-is-corruption>



<https://www.mirror.co.uk/news/politics/boris-johnsons-unusual-reaction-stuck-21090796>

When non-politics students are told they have to study politics, the reactions are normally either boredom or terror. If there is awareness of politics, it tends to be in relation to corruption, sleaze, and self-interest. Very few of these students would actively choose to study politics. Yet politics pervades all aspects of their lives – often in a surreptitious manner. The question becomes how to create an awareness or even an interest?



<https://www.9news.com.au/world/boris-johnson-partygate-sue-gray-report-into-downing-street-lockdown-parties/cfb85e51-b204-4e15-84cc-a97abb33d7ab>



<https://www.bbc.co.uk/news/uk-england-shropshire-57025266>



<https://nosycrow.com/product/fairytales-jack-and-the-beanstalk/>

That hook is often something about which students may be aware, but then it is presented through a different filter. For example, why is Jack the 'good guy' when he has committed three acts of burglary and one of murder? Alternatively, what might happen if central government organised street cleaning and refuse collection, or if local government was in charge of defence? It could even be in the sources of the news stories. Students could, for example, be asked to compare the interviews of the same expert on the same news story for the BBC and CGTN. There are many other potential hooks:



Your mission, should you choose to accept it, is to find a subject that does not contain politics....