

Political Ideologies (POL S 2300-001)

Autumn 2005
T, H 9:10-10:30
FAMB 202

Prof. Luke Garrott, Ph.D.
304 OSH, 585-3722
office hrs: Tues 2-4
(and by appointment
luke.garrott@poli-sci.utah.edu)

TAs:

Mr. Fred Castro
OSH 307, 581.6047
fnc1@utah.edu

Mr. Saban Kardas
OSH 307, 581.6047
saban.kardas@poli-sci.utah.edu

This is an introductory political theory class in which we will study different political ideologies and the philosophies that inform them. Students will be required to apply their knowledge of ideologies to current controversies in political life.

In the form of liberalism, conservatism, socialism, etc., ideology works to translate ideas (about how the world *is* and *should be*) into action (political platforms and policies). At their most refined, these political ideologies offer us a tool with which to engage the status quo, and as such are indispensable to political, and perhaps, everyday life. However, an ideology can also blind its holder into seeing the world in a single, one-dimensional way.

Course Objectives

The objectives of this course are several-fold. The first and foremost is to enable and encourage “political thinking,” i.e. a reflective stance toward the world that enables a person to participate in politics. Political theory is where we think deeply about political principles and philosophies. This is difficult for many introductory students; in this class you may be exercising muscles atrophied or rarely developed. Studying the political philosophy assigned in this course will enable you to critically engage the platforms and policies of American political parties to judge to what degree they reflect the philosophy that supposedly orients them. In addition, studying this philosophy will enable you to think more clearly about the foundational premises of American political institutions and practices. Finally, students will learn more about the ideology to which they subscribe. But you will *also* be asked to see political phenomena through different lenses, and to be able to articulate the strengths and weaknesses of various ideologies *by applying them to current events and controversies*.

Required Texts: (at the University Bookstore, and on reserve)

- Terence Ball and Richard Dagger, *Political Ideologies and the Democratic Ideal, 5th Edition*, (Pearson Longman, 2004)
- Terence Ball and Richard Dagger, eds., *Ideals and Ideologies: A Reader, 5th Edition*, (Pearson Longman, 2004)

- John T. Rourke, *You Decide! Current Debates in American Politics* (Pearson Longman, 2005)
- selected readings 1) on reserve at Marriott Library and 2) posted on WebCT.

Grade Distribution, Requirements and Policies:

You will be evaluated on how you apply the ideologies we study. Your grade will be calculated on the following assignments:

Issue papers (3)	20%
	20%
	20%
Debate participation (2)	15%
	15%
Final quiz	10%

Issue Papers

(See official “Issue Paper Guidelines” for full account). In this 4-5 page paper, you will address a contemporary controversy from the position of an ideology we have studied. We’ll visit controversies out of the following areas: immigration, religion in the public sphere, wealth inequality, gay marriage, pollution control, and multiculturalism. These papers are designed for you to exercise your ability to apply ideology and philosophy to contemporary issues.

Example of an Issue Paper assignment: “How would you apply J.S. Mill, and another liberal philosopher of your choice, to the controversy over gay marriage? In part, this is an issue of the correct balance within federalism, as Hatch and Leahy frame it (Rourke Chap. 2). How would Leahy’s argument be helped by the liberal philosophers? What would they say to Hatch?” (Don’t worry, you will have a choice of topics, and the positions we require you to take will be balanced between “left” and “right”).

The University Writing Center offers individual advice, from fellow students, on how to meet the challenges of college-level writing. Using actual course assignments, tutors will work with you to improve any aspect of your writing, from developing ideas and arguments to revising paragraphs and sentences. Their goal is to help you become a better writer, not to “fix” your papers. *It’s a good idea to make early and repeated visits, instead of dropping in at the last minute.* The Writing Center is located on the 3rd floor of the Marriott Library (straight ahead if you enter from the OSH side of the building). Contact info: 687-9122, www.writingcenter.utah.edu

Debates:

(See official “Debating Guide” for full account). We will have 3 debates (dates below). The debate topics will be chosen from the larger list of Issue Paper controversies. There are three roles in the debates: debater, moderator, and judge. You will be graded on your participation in 2 of these debates. These debates will give you the opportunity to articulate and defend your understanding of issues and ideologies.

NOTE: You may not write an Issue Paper and debate on the same issue.

Final Quiz:

Your final quiz will be short essay format, meant to be finished in an hour, and “comprehensive” of the semester. You will receive the questions ahead of time.

WebCT component:

Our WebCT site will allow us to read additional postings on different topics and controversies, engage in discussion, and hopefully learn some things out of the exchange.

Make-up policy: Extensions will not be granted except in the case of emergency. In order to take a test on a date other than that indicated in the syllabus, you must make arrangements and reschedule it with us *prior* to missing the deadline. If you have an emergency before a test or deadline, notify the professor and the TAs as soon as possible (by phone and e-mail). Papers will be marked down ½ letter grade for each day late.

Cheating and plagiarism insult both your and my intelligence, and the University’s policies pursuant to Academic Misconduct and Dishonesty will be observed and enforced in this class. It is your responsibility to know these rules, and to know the definitions of cheating and plagiarism!

The Dept. of Political Science seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union, 581-5020 (V/TDD), www.disability.utah.edu. CDS will work with you and the instructor to make arrangements for accommodations.

Schedule:

Week 1: Introduction

8/25: Welcome

Week 2: Ideology and Ideologies

8/30: Political Ideology

•Ball and Dagger text (orange book), Chap 1

9/1: Ideology and its opposite

•Les Paul Thiele, “Ideology and Irony” (*on reserve*)

Week 3: DEMOCRACY

9/6: Intro, Ancients

- Ball and Dagger text, Chap 2

9/8: Classical theory

- Pericles, “Funeral Oration”
- Aristotle, “Democratic Judgment and the ‘Middling’ Constitution”

Week 4: Democracy, cont.

9/13: Democratic republicanism

- Niccolò Machiavelli, “What’s Wrong with Princely Rule?”
- Alexis De Tocqueville, “Democracy and Equality”

9/15: The Participation Argument

- John Stuart Mill, “Democratic Participation and Political Education”

Week 5: LIBERALISM, classical

9/20: Hobbes and Locke

- Ball and Dagger text, Chap 3
- Thomas Hobbes, “The State of Nature and the Basis of Obligation”
- John Locke, “Toleration and Government”

9/22: Smith and Mill

- Adam Smith, “Private Profit, Public Good”
- John Stuart Mill, “Liberty and Individuality”

Week 6: LIBERALISM, libertarian and DEBATE

9/27: Social Darwinism, Modern Libertarianism

- William Graham Sumner, “According to the Fitness of Things”
- Donald Allen, “Paternalism vs. Democracy”
- Murray Rothbard, “Libertarian Anarchism”

9/29: Debate #1: Democracy: Is the Iraq War a Legitimate Use of Force to Spread Democracy?

- readings TBA

Week 7: LIBERALISM, welfare and Midterm review

**10/4: Welfare Liberalism and Issue Paper #1 Due;
Debate Reflection Essays Due**

- T. H. Green, “Liberalism and Positive Freedom”
- Michael Lind, “Soaking the Middle” (*on reserve*)
- Cornel West, “Beyond Affirmative Action: Equality and Identity” (*on reserve*)

Week 8: CONSERVATISM, European (Classical)

10/11: Intro and Burke

- Ball and Dagger text, Chap 4
- Edmund Burke, “Society, Reverence, and the ‘True Natural Aristocracy’”

10/13: Modern European

- Michael Oakeshott, “On Being Conservative”

Week 9: CONSERVATISM, American neo-conservatism

10/18: The Cultural Argument: Protestant Ethic in Decline

- Robert Bork, “Modern Liberalism and Cultural Decline”
- Irving Kristol, “‘When Virtue Loses All Her Loveliness’--Some Reflections on Capitalism and ‘The Free Society’” (*on reserve*)

10/20: Role of Government: The Mediating Structures Argument

- John Neuhaus and Peter Berger, “To Empower the People: The Role of Mediating Structures in Public Policy” (*on reserve*)

Week 10: SOCIALISM and COMMUNISM

10/25: Intro and Issue Paper #2 Due

- Ball and Dagger text, Chap 5

10/27: Marxism

- Karl Marx and Friedrich Engels, “The Communist Manifesto”

Week 11: SOCIALISM, American democratic, DEBATE

11/1: Does Freedom Require Socialism?

- Michael Walzer, “Town Meetings and Workers’ Control”
- Carol Gould, “Socialism and Democracy”

11/3: Debate #2

- readings TBA

Week 12: GREEN IDEOLOGY

11/8: Intro and History; **Debate Reflection Essays Due**

- Ball and Dagger text, Chap 9
- Peter Hay, “The Ecological Impulse” (*on reserve*)

11/10: The Eco-intellectual Landscape

- Robyn Eckersley, “Exploring the Environmental Spectrum” (*on reserve*)

Week 13: GREEN IDEOLOGY, cont.

11/15: The Land Ethic

- Aldo Leopold, “The Land Ethic”

11/17: Wendell and Petra

- Wendell Berry, “Getting Along with Nature”

- Petra Kelly, “Thinking Green!”

Week 15: DEBATE

11/22: Debate #3

- readings TBA

Week 16: FASCISM

11/29: Fascism intro; **Debate Reflection Essays Due**

- Ball and Dagger text, Chap 7

12/1: Proponents

- Alfredo Rocco, “The Political Theory of Fascism”
- Benito Mussolini, “The Doctrine of Fascism”

Week 17: Conclusion, Final Quiz

12/6: Wrap-up, Issue Paper #3 Due

12/8: Final quiz