

Political Ideologies (POL S 2300-001)

Spring 2006
M, W 8:05-9:25
OSH 202

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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 American 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 or 6th Edition, (Pearson Longman, 2004, 2006)
- Terence Ball and Richard Dagger, eds., *Ideals and Ideologies: A Reader*, 5th or 6th Edition, (Pearson Longman, 2004, 2006)
- selected readings on reserve at Marriott Library: most are on e-reserve

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 paper stage 1 (4-5 pp.)	25%
Issue paper stage 2 (8-10 pp.)	25%
Debate participation (2)	15%
	15%
Midterm quiz	10%
Final quiz	10%

Issue Papers (see official “Issue Paper Guidelines” for full account):

Over the course of the semester, you will be writing a 8-10 pp. paper in two stages. The first stage will be marked by your TA and returned to you for revision and expansion into the second stage. The paper’s topic will ask you to address a contemporary controversy from the position of an philosophy/ideology we have studied.

Example of an Issue Paper assignment:

- Stage One: How would you apply J.S. Mill’s defense of individual liberty to the controversy over gay marriage/civil unions? Would Mill argue that marriage is an ‘other-regarding action’ that merits societal intervention? Do you endorse Mill’s utilitarianism?
- Stage Two: Given your answer in stage one, make an argument that applies your same logic to the debate over restricting the sale and possession of assault weapons. What would Mill’s utilitarianism say to this issue? Should there be a grounding for rights beyond utilitarianism? Explain the philosophy that provides this justification.

The University Writing Center offers individual advice 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):

For debates, the class will split into 2 groups. We will have 3 debates (dates below). Your participation in 2 of them will be graded. You have a choice of roles to play: debater, moderator, or judge. For each debate, there is a need for 12 debaters and 2 moderators. Since these are high-profile responsibilities, debaters and moderators have the ability to receive more points than their judging counterparts. Debaters and moderators will be graded on their preparation and performance during the debate. Judges will be graded on the quality of their 3 pp. reflection essay.

Extra Credit:

You may participate (as a judge) in a third debate for extra credit. Your reflection essay will be worth a maximum of 5 extra points.

Quizzes:

The midterm and final quizzes will be short essay, in-class, closed-note format. You will receive an array of questions ahead of time; we will then ask you to write on a smaller group of questions on quiz day. The final quiz is “comprehensive” of the semester’s material.

WebCT component:

Our WebCT site will allow you to read additional postings on different topics and controversies, engage in discussion, and check your grades. You will be responsible for check postings regularly.

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 quiz 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

1/9: Welcome

1/11: The Concept of Ideology

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

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

Week 2: DEMOCRACY

1/16: Holiday—NO CLASS

1/18: Intro, Ancients

- Ball and Dagger text, Chap 2

Week 3: DEMOCRACY

1/23: Classical theory

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

1/25: Democratic republicanism

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

Week 4: DEMOCRACY, cont.

1/30: The Participation Argument

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

2/1: Intro to Liberalism

- Ball and Dagger text, Chap 3

Week 5: LIBERALISM, classical

2/6: Hobbes

- Thomas Hobbes, “The State of Nature and the Basis of Obligation”

2/8: Locke

- John Locke, “Toleration and Government”

Week 6: LIBERALISM, classical cont.

2/13: Mill

- John Stuart Mill, “Liberty and Individuality”

2/15: Smith

- Adam Smith, “Private Profit, Public Good”

Week 7: DEBATE

2/20: Holiday—NO CLASS

2/22: **Debate—Iraq War: Justified to Spread Democracy?**

Week 8: LIBERALISM, libertarian and QUIZ

2/27: Social Darwinism, Modern Libertarianism ; **Debate Reflection Essays due**

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

- Murray Rothbard, “Libertarian Anarchism”

3/1: **Midterm Quiz**

Week 9: LIBERALISM, welfare

3/6: Welfare Liberalism

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

3/8: Democratic socialism in America?

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

SPRING BREAK: 3/13-17

Week 10: CONSERVATISM, European (Classical)

Issue Paper 1st Stage Due

3/20: Intro and Burke

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

3/22: Modern European

- Michael Oakeshott, “On Being Conservative”

Week 11: CONSERVATISM, American neo-conservatism

3/27: 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*)

3/29: 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 12: MARXISM

4/3: Marxism

- Ball and Dagger text, Chap 5

4/5: From the originals

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

Week 13: Marxism cont., DEBATE

4/10: Bertell’s Brickthrowing

- Bertell Ollman, *How 2 Take an Exam... & Remake the World*, selections (Chaps 2-3) (*on reserve*)

4/12: Debate—Free Trade: Good for Whom and What?

Week 14: GREEN IDEOLOGY

4/17: Intro and History; **Debate Reflection Essays Due**

•Ball and Dagger text, Chap 9

4/19: The Eco-intellectual Landscape

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

Week 15: GREEN IDEOLOGY, cont. and DEBATE

4/24: The Land Ethic, Wendell and Petra

•Aldo Leopold, “The Land Ethic”

•Wendell Berry, “Getting Along with Nature”

•Petra Kelly, “Thinking Green!”

4/27: Debate—Fossil Fuel Exploration: Even Into Nature Preserves?

5/2: Debate Reflection Essays Due

5/4: 8-10 am. OSH 202, **Final Quiz**

Issue Paper Stage 2 Due