POT 3302-0W59
Fall 2016
Modern Political Ideologies

Department of Political Science
College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor: Dr. Daniel Marien, Daniel.Marien@ucf.edu

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OFFICE HOURS	OFFICE LOCATION	OFFICE PHONE NUMBER
Tuesdays 12:00 p.m. to 3:00 p.m.	UCF Orlando Philips Hall, room 302N	407-823-0012
Wednesdays 3:00 p.m. to 6:00 PM	UCF Cocoa: Bldg. 3, room 223	321-433-7952

If you plan to visit me during office hours, it is suggested (not required, simply suggested) that you email your intention ahead of time. Advanced notice helps me select who I see first when several students show up at the same time. If you cannot come to my office, phoning can also be an effective way of solving various issues. Phoning allows for an easier and more productive interaction than email exchange. A phone conversation outside of office hours can also be scheduled via prior email exchange.

I. Subject Overview

Ideologies are sets of ideas inspiring, guiding, and justifying political behavior, institutions, and government policy. They help make sense of the world around us and they guide political action. As such, they are important and inescapable features of modern democratic politics.

Ideologies have led to great achievements. Think of the emergence of representative governments elected by all citizens -- the result of liberal, socialist

and feminist pressures. Or again, think of the equalization of gender statuses in both law and social practices in response to feminism.

But ideologies have also moved people to commit terrible deeds in the name of dubious abstractions. Think of the systematic killing of European Jews by Nazism in the name of German national redemption and racial purity, or of the cruel internment of millions of “dissidents” in Soviet labor camps in the name of the Worker’s Paradise.

The course will also discuss the causes and consequences of ideological polarization in contemporary American politics.

The ideologies covered by our main source (Ball et al.) are:

(1) Liberalism, a historically and geographically varied family of ideologies stressing individualism and the ability of human beings to act rationally. Liberalism divides into two major strains: classical liberalism (now called conservatism) and modern liberalism (or welfare state liberalism).
(2) Conservatism, an ideology perhaps best defined as a skeptical disposition towards large scale projects of social improvement and as an ingrained respect for established practices and authorities. This course will redefine the students’ perception of the opposition between liberalism and conservatism.
(3) Socialism, in both its revolutionary or communist and reformist or social-democratic versions. Among the many relevant questions worth exploring: What is the communist ideal and is it worth defending in spite of the horrors of actual communist party practices? What are the lessons of the Soviet experiment? What are the achievements of social democracy where it has been more systematically pursued (Scandinavia) and can it tame the 21st century challenges of globalization?
(4) Fascism/Nazism, a destructive ideology that has done much to mark the history of the 20th century. While this ideology may not be a legitimate candidate to guide our politics in the 21st century, many interesting questions may be raised in relation to Fascism. Among others, is whether contemporary far-right movements -- such as the *Tea party* and the Trump campaign in the U.S., the *Front National* in France or *Golden Dawn* in Greece -- are articulating a renewed form of Fascism?
(5) Libertarianism, an ideology professing an undivided devotion to individualism, private property rights, unfettered markets and the minimal state. Libertarianism inspires such works as Ayn Rand’s *Atlas Shrugged*. It is popular with some young people in the United States. In many ways, libertarianism is nothing but a new label for classical liberalism.
(6) Feminism, an ideology developed around a concern for gender equality. Ironically, many young people today reject the label while embracing at least some of its content. This ironical situation is an outcome of the success of conservatives in defining and distorting feminism’s image. The course will clarify some issues in this respect.

(7) Green politics, developed around a concern for environmental integrity. As with other ideological families, green politics comes in many variants, ranging from the mainstream thought of ecological modernization and sustainable development to the philosophical radicalism of "deep ecology."
(8) Identity politics, an ideology developed around the demand for social and cultural recognition of marginalized minorities.
(9) Radical Islamic "Fundamentalism," i.e. the inspiration for *The Muslim Brotherhood*, *Al Qaida, Islamic State* and similar movements.

Students will also be given the option of researching one of three additional ideologies not fully considered in our Ball et al. book:

(10) Anarchism, an ideology rejecting all forms of hierarchy whether embodied in the state or in capitalist business enterprises. After a long eclipse, anarchism is now renascent in some corners of the anti-globalization and *Occupy Wall Street* movements.
(11) Racism/imperialism and its flipsides of anti- or post-colonialism thought (Africa and Asia), liberation theology (Latin America), critical race theory (USA).
(12) Pacifism, think Mohandas Gandhi and Martin Luther King.

II. Course Materials

You will need to have ready access to the following:

Terrence Ball, Richard Dagger and Daniel O'Neill
Political Ideologies and the Democratic Ideal.
Pearson, 9th edition, ISBN: 978-0-205-96255-6. **Avoid earlier edition.**

Steven Schier and Todd Eberly
Polarized: the Rise of Ideology In American Politics
Rowan and Littlefield, 2016, ISBN: 978-1-4422-5486-2

(Additional assigned readings, if any, will be uploaded in Webcourses, under Files, under Assigned Readings.)

III. Basic Expectations

Students are expected to: (1) always have a working connection to the internet; (2) to promptly procure the textbooks; (3) to regularly log-on to the course's website in

Webcourses; (4) to take quizzes and submit postings in due time; (5) to regularly consult the Home page in Webcourses (for general updates on course progress); (6) to regularly consult their Knights email (for personal messages); and (7) to respect rules of academic honesty.

General Course Goals

1. To help students understand the content and context of the major political ideologies influencing the modern political world, namely: Nazism/fascism, communism, social-democracy, conservatism, libertarianism and modern (welfare state) liberalism, green politics, feminism, identity politics, and radical Islamic fundamentalism.

2. To help students reflect on the contributions and perils of ideological thinking and ideological polarization in American politics.

3. To help students choose in a reflective manner a political ideology to orient their evaluation of political events and guide their civic engagement.

IV. Assessments

Assessment Summary Table

WHAT	WHEN	POINTS
Before Course Knowledge of Ideologies WARNING: This simple submission frees up your financial aid.	Friday 8/26, 11:59 pm	2
Weekly Quizzes	Weeks #1-10 (from 8/29 to 10/31) by Monday Evenings 11:59 P.M.	25
Answers to Questions from weekly modules	Weeks #1-10 (from 8/29 to 10/31)	20

	by Monday Evenings 11:59 P.M.	
ECP Engaging class participants with respectful and well thought-out criticism on their answers to evaluation questions. See ECP Standards in this Course Outline for more details.	Weeks #2-10. In the Weekly Discussion Boards	10 2.5 pts for each posting. Four postings expected throughout the semester Only one posting per week.
Interim Research Descriptions (Not an outline or draft. It is a tool for the instructor to help you build a better research report.)	Mondays, 11:59 pm Nov. 7; Nov. 14; Nov. 21. (Weeks 11-14) Monitor instructor's feedback inserted in your posting.	Not graded but compulsory, point penalties (-3) applied for each non-submission. Consult and respond appropriately to the instructor's feedback on your IRDs. .
After Course Knowledge of Ideologies	Monday 11/28 by 11:59 pm	3
Research Report A research essay or a book review. Length: 1,500-2,000 words, plus relevant images and/or video clips. See Report Grading Standards for more detail.	Monday Nov. 28 by 11:59 P.M.	30
Submission of vote (with arguments) expressing preference for which of the report from within your own group should be assigned	Wednesday morning Nov. 30	Not graded but compulsory, point penalties applied for non-performance.

to the final quiz.		
Group Editors finish assembling their respective Group Reports on the Course Wiki in PBworks.com. (not in Webcourses).	Wednesday evening Nov. 30	A maximum of two bonus course points for volunteers. Only one editor per group.
Final Quiz A brief quiz covering the selected research reports authored by students.	Wednesday, Dec. 7 Between 8:00 am and 11:59 pm	10

V. Course Design

Week 11 to Week 16: The End Point: A Description of the Research Report and Sharing Process

The course is designed to convert students from passive receivers of knowledge into active producers of knowledge sharing their research results with their peers. Students will learn about ideologies, but they will also learn how political scientists develop questions about ideologies, construct answers grounded in evidence and share them with others.

The course culminates towards the end of the semester in an exercise in research and publication through which all students put together an individual research report and present it to the rest of the class on an electronic platform (wiki). Taken together the whole set of reports resembles a group-authored book composed under the general editorship of the instructor and the teaching assistant.

Research reports are individually produced book reviews or research essays supplemented by related images and/or video clips in a format resembling a Wikipedia article. The reports are evaluated for content (mostly) and style.

Instructor and teaching assistant assist the students during each step of the process.

Groups will be formed on the basis of similarity in the students' research interest. However, the research remains an individual performance and students receive an individual score for their report.

One report per group is assigned by group members for the final quiz. Each student plays an active role in selecting the report from his or her group subjected to quiz. And, of course, each student will read the entire sub-set of reports selected to final quiz (8 or 10). Thus each student will consult his/her group members' reports (to decide which one should be assigned to the final quiz) and each student will also read the reports assigned to the final quiz. Thus, students generate a portion of the materials presented in the course.

The course stresses individual accountability. There are no group scores, only individual scores related to individual performance of the various tasks, whether the task is individual or collaborative in nature.

In formal terms, students' individual research reports take the form of either a **research essay or a book review**. A research essay is a text answering a specific research question with the help of multiple sources (books, academic journal articles, others). A book review summarizes and evaluates a single book's argument.

Research questions are developed with the help of the instructor and TA. The selection of a book for review is also assisted by the instructor and TA. Brief **Interim Research Descriptions** help the instructor and TA guide the students in composing effective research reports. They are not drafts of report or outlines.

More detailed descriptions of the process and grading standards for research reports will be circulated in due time.

Week 1 to Week 10: The Preparatory Phase

However, before undertaking to write a research report on ideology, students must become familiar with basic knowledge related to the topic.

And so during the first phase of the course (weeks 1-10), all course participants discuss the same materials. Weekly exercises include quizzes and answering discussion questions. You are also required to periodically engage your classmates and/or the instructor in dialogue (ECP) in the weekly Discussion Boards.

VI. Course Prerequisites

Course prerequisites include an open mind and a readiness to reflect on the subject matter. There are no prerequisites in the sense of having completed specific previous courses beyond English Composition.

VII. Course Credits

3 credits

Grading Scale (%)	
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0 - 59	F

VIII. Course Schedule

Always check the Home page in Webcourses for changes or updates. Schedule adjustments (if any) will be first announced there.

Week 1, Aug. 22 to Aug. 29: Concepts of Ideology and Democracy

- **Turn in your BEFORE course submission before Friday 8/28 at 5:00 PM**
- **Read** Ball et al., chapters 1 and 2.

- **Take the Quiz** (before Monday evening Aug. 29 at 11:59 P.M.) covering the reading materials assigned for the week.
- **Post your answers in the Week 1 Discussion Board** (before Monday

evening Aug. 29 at 11:59 P.M.). **The instructor announces in due time the questions in the Weekly Module section of Webcourses@UCF**.

- **This sequence of quiz and discussion question is repeated weekly until week 10 inclusively.**

Week 2, Aug. 30 to Sept. 5: Liberalism

- **Read Ball et al., chapter 3**

- **Take the Quiz** (before Monday evening Sept. 5 at 11:59 P.M. covering the reading materials assigned for the week.
- **Post your answers in the Week 2 Discussion Board** before Monday evening Sept. 5 at 11:59 A.M.

Week 3, Sept. 6 to Sept. 12: Conservatism

- **Read Ball et al., chapter 4**
- **Read the Instructor's Remarks for Week 3 in Webcourses → Files → Course Docs.**

- **Take the Quiz** (before Monday evening Sept. 12 at 11:59 P.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Discussion Board** (before Monday evening Sept. 12 at 11:59 A.M.).

Week 4, Sept. 13 to Sept. 19: Socialism

- **Read Ball and Dagger, chapter 4 Conservatism**
- **Read the Instructor's Remarks for Week 4 in Webcourses → Files → Course Docs.**

- **Take the Quiz** (before Monday evening Sept. 19 at 11:59 P.M.) covering the reading materials assigned for the week.
- **Post your answers in the Week 4 Discussion Board** (before Monday evening Sept. 19 at 11:59 P.M.).

Week 5, Sept. 20 to Sept. 26: Ideology in America

- **Read Schier and Eberly, chapters 1-2.**
- **Read the Instructor's Remarks for Week 5 in Webcourses → Files → Course Docs.**

- **Take the Quiz** (before Monday evening Sept. 26 at 11:59 P.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Discussion Board** (before Monday evening Sept. 26 at 11:59 P.M.).

Week 6, Sept. 26 to Oct. 3: Fascism

- **Read Ball et al. chapter 7**
- **Read Schier and Eberly, chapter 3**

- **Take the Quiz** (before Monday evening Oct.3 at 11:59 P.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Discussion Board** (before Monday evening Oct. 3 at 11:59 P.M.).

Week 7, Oct. 4 to Oct. 10: Politics of Identity

- **Read Ball et al. chapter 8.**
- **Read Schier and Eberly, chapter 4.**

- **Take the Quiz** (before Monday evening Oct. 10 at 11:59 P.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Discussion Board** (before Monday evening Oct. 10 at 11:59 P.M.).

Week 8, Oct. 11 to Oct.17: Green Politics

- **Read Ball et al., chapter 9**
- **Read Schier and Eberly, chapter 5**

- **Take the Quiz** (before Monday evening Oct. 17 at 11:59 P.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Discussion Board** (before Monday evening Oct. 17 at 11:59 P.M.).

Week 9, Oct.18 to Oct. 24: Radical Islamism

- **Read Ball et al., chapter 10.**
- **Read Schier and Eberly, chapter 6.**

- **Take the Quiz** (before Monday evening Oct. 24 at 11:59 P.M.) covering the reading materials assigned for the week.
- **Post your answers in the Week 9 Discussion Board** (before Monday evening Oct. 24 at 11:59 P.M.).

Week 10, Oct. 25 to Oct. 31: The future of Ideology and the Impact of Ideology on American Politics

- **Read Ball and Dagger, chapter 11.**
- **Read Schier and Eberly, chapter 7.**

- **Take the Quiz** (before Monday evening Oct. 31 at 11:56 P.M.) covering the reading materials assigned for the week.
- **Post your answers in the Week 10 Discussion Board** (before Monday evening Oct. 31 at 11:59 P.M.).

Week 11, Nov. 1 to Nov. 7: Planning and Doing Research

- Peruse the various subject suggestions files put together by the instructor under Files under Research Planning.
- Carefully read the Grading Matrix for Research Essay or Grading Matrix for Book Review (depending on whether you select the book review or the essay option).
- Submit your First Interim Research Description by Monday Nov. 7 at 11:59 P.M. Submit your IRD in the related Discussion Board in Webcourses. See Webcourses → Files → Research Planning for how to do this in due time.

Week 12, Nov. 8 to Nov. 14: Doing Research

- Submit your Second Interim Research Description by Monday Nov. 14 at 11:59 P.M. See Webcourses → Files → Research Planning for how to do this in due time.

Week 13, Nov. 15 to Nov 21: Doing Research

- Submit your Third Interim Research Description by Monday Nov. 21 at 11:59 P.M. See Webcourses → Files → Research Planning for how to do this in due time.

Weeks 14-15, Nov. 22 to Nov. 28: Finalizing Research

- **Turn in your AFTER submission before Monday 11/28 at 11:59 PM.**
- **Submit your research report by Monday Nov.28 at 11:59 P.M. to the instructor and to all your group members via knights email. Do not use course email for this purpose.**
- Submit your vote (with arguments justifying your choice) on which research report from your own group should be assigned to final exam to the instructor and group editor by the morning of Wednesday Nov. 30. Your arguments must demonstrate familiarity with your group mates' reports and thoughtful reasoning supporting your vote.

Week 16, Wednesday Dec. 7: Final Quiz

- The final quiz covers the subset of research reports selected by the various groups. There will be 8 or 10 such assigned reports. The final quiz will resemble the weekly quizzes: multiple choice questions, time limit, etc. This is not meant to be a difficult quiz, but it does require that you have read the assigned research reports.
- **The exam will be available on Wednesday Dec. 7 from 8:00 AM until 11:59 PM.**

IX. Course Policies

Completion of the Research Report

Regardless of the points earned in the previous exercises, the submission of an approved and proper research report is necessary to obtain a passing grade.

Late Work Policy:
There are no make-ups for missing weekly quizzes or discussion postings.

Grades of Incomplete

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

X. Course Policies: Technology and Media

Email: Use my email to communicate with me: Daniel.Marien@ucf.edu. Allow up to 48 hours for a response. Repeat message if you haven't received a response within 48 hours.

XI. Course Policies: Student Expectations

Disability Access:
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Academic Conduct Policy:
Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a failing grade for the entire course and can also result in expulsion from the University.

Turinitin.com:
In this course the instructor may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. The instructor submits your texts or essays to Turnitin at his discretion. Student found guilty of plagiarism will receive a failing grade for the entire course.