Spring 2024

COURSE OUTLINE

POT 3302-01 (13909)

Modern Political Ideologies

School of Politics, Security, and International Affairs
College of Sciences, University of Central Florida
3 credit hours

Instructor: Dr. Daniel Marien, Daniel.Marien@ucf.edu
Graduate Teaching Assistant: Wael Benali. Contact via course email.

CLASS TIME/LOCATION: Tu. and Th. 1:30 to 2:50 pm in CB 1, room 318.

OFFICE HOURS. Howard Philips Hall, room 302 N.

Tuesdays and Thursdays from 10 am to 1pm.
Or by special appointments setup via email. I am flexible. Do not skip class or work to make an appointment for consultation. Appointments on weekends are possible as well. If you cannot show up at an appointment, please email me ahead of time to reschedule.

The truth is rarely pure and never simple.
Oscar Wilde

Course Description

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

Some 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.

However, 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 racial purity. Think of the cruel internment of millions of so-called "dissidents" in Soviet labor camps in the name of building a workers' socialist paradise.

This course examines the ideas articulated by the ideologies that shaped and are shaping global politics in the 20th and 21st century. The course also pays attention to the current situation of ideologies in the United States and questions whether ideologies drive political polarization in the United States today.

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.
Routledge, **11th edition**, ISBN: 9780367235116.
AVOID EARLIER EDITIONS.
Available in both paper and electronic versions.

AVOID a related book by the same authors with a similar title: "Ideals and Ideologies: A Reader." We will not use that book.

Occasionally, other assigned readings will be found in Files under Assigned Readings.

Video documentaries will also be occasionally assigned. They will be available online for free. Video assignments cannot be projected long in advance since availability for online steaming vary without warning to the instructor. Video assignments (when relevant) will be announced in the weekly Discussion Boards.

IN ADDITION TO THE TEXTBOOK, we will also use an electronic platform called *Packback* to facilitate discussion on issues of evaluation among participants (Part B Questions). This platform presents advantages over Webcourses for that purpose.

A fee of 39$ applies to access the *Packback* platform. I recommend simply accessing the Packback platform from the Webcourses platform at the start of the semester without paying. You will eventually receive via email a request for payment directly from Packback. co. Respond to that request. If you do not respond, your scores will disappear!

I. Basic Course Expectations

Students are expected to: (1) always have a working connection to the internet; (2) to promptly procure the textbook; (3) to take quizzes and submit Part A (Webcourses) and Part B (Packback) answers in due time in normal circumstances. (Extensions are possible under certain conditions. See course policy.); (4) to respect the rules of academic honesty, never to present text not their own as their own wording. (5) In most cases to paraphrase contents from the textbook rather than use direct quotes (ten or twenty percent of quotes is acceptable but nothing beyond that.); (6) avoid using artificial intelligence to compose your submission.

IV. Student Learning Outcomes

LO-1: Students will be able to describe with a high degree of accuracy the central values, main ideas, and key assumptions of the major political ideologies influencing the modern political world, namely: liberalism, libertarianism, conservatism, Nazism/fascism, communism, social-democracy, green politics, feminism, identity politics, and radical Islamic fundamentalism.

LO-2: Students will be able to describe with a high degree of accuracy how the triadic model of freedom (agent, obstacle, goal) is deployed in all ideologies but defined differently by each.

LO-3: Student will be able to describe with a high degree of accuracy how all ideologies arbitrarily and uncritically fix and reduce what are essentially multidimensional, equivocal, and contested concepts such as democracy, liberty, equality, and human nature.

LO-4: Students will be able to describe with a high degree of accuracy key aspects of how Americans relate to ideology, and what role ideology plays in the current polarization in American politics.

LO-5: Students will be able to demonstrate sophisticated critical thinking in answers to Part B evaluation questions in Packback.

V. Assessment Overview

NOTE ON ASSIGNMENTS AND SCHEDULE:

The semester unfolds in 16 weeks (including spring break).
Week 1 starts on Monday 1/8 and ends on Monday 1/15.
Week 2 starts on Monday 1/15 and ends on Monday 1/22 and so on for the rest of the semester.

Before Course Perception of environmental issues **is due on Friday 1/12** (activity verification to free up your financial aid).

All modules extend over one week.

For any given module, the Quiz and Part A Questions are due on Monday nights in Webcourses.

For the same module, Part B posts are due in Packback on Thursday nights following the related Part A and Quiz Monday deadline.

Why Using Two Electronic Platforms?

Webcourses for the weekly quiz and for answering Part A questions. The quiz is where you demonstrate your understanding of the assigned material. Part A questions in Webcourses provide an opportunity for you to:

1. Signal to the instructor an aspect of the reading you may find confusing or unclear. The instructor will clarify the issue in a subsequent email.
2. Articulate in your own words a meaningful idea from the readings and explain why you found it meaningful. This is conceived as a starting point for the more searching tasks executed in Part B in Packback.

Part B Tasks in Packback is where you "make meaning" out of the materials by:

(1) answering the instructor's evaluation/discussion question, and
(2) formulating your own original critical thinking question concerning the week's readings, and
(3) answering one other student's critical thinking question.

For Part B in Packback, you must upload three separate posts, i.e., a post for each task. Two or more tasks executed in a single post will not be credited.

Packback is basically where you reflect on the reading's meaning in dialogue with class participants. You must upload three separate posts in Packback, each one addressing one of the tasks listed above.

Why a Different deadline for Part B?

For a given module, the Thursday extension for Part B over the Monday deadline for quiz and Part A is meant to give you time to reflect critically in the issues. My experience as an instructor at UCF suggests that many students will take the quiz and answers Part A questions at the last minute on Monday evening. That leaves little time for critical thinking on the readings. The Thursday deadline for Part B is meant to give time for critical thinking. **Note that extensions for Part B posts are not possible**. See course policies on **Make-up Exams and Assignments** for details.

Why Packback?

Packback facilitates student's engagement with other students and instructor's monitoring of class progress by (1) generating curiosity scores; (2) evaluating posts for grammatical correctness, and (3) alerting students that their questions have been answered by another students, inviting dialogue. **Webcourses cannot do these functions.**

Assessment Overview

WHAT? Description	WHEN? Deadlines	WORTH Course Points	WHY? Purpose
Before Course Perception of Ideologies	Friday 1/12 11:58 pm Upload a file in Webcourses.	**1**	Free up your financial aid **and** prepare your After-Course Statement.
Weekly Quiz Average Each quiz is over 48 points. An average is used to compute the final course grade.	Monday Evenings 11:58 P.M.	**48**	Verify mastery of subject matter with multiple choice questions.
Weekly Discussion Post Average **Part A** Each set of weekly post is over 20 points. An average is used to compute the final course grade.	Monday Evenings 11:58 P.M.	**20**	Articulates a personal response to the readings.
Weekly Discussion Post Average **Part B** **Evaluation** **In Packback** Each set of weekly posts is over 20 points. An average is used to compute the final course grade.	Thursday Evenings 11:58 P.M.	**30**	Develop critical evaluation of ideas through exchange with other class participants.

After Course Perception of Ideologies	**Friday 4/26** 11:58 PM Upload a file in Webcourses.	**1**	Students reflect on and evaluate their learning throughout the semester.
TOTAL		**100**	

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

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

VIII. Course Schedule

NOTE: Updates may adjust the schedule below. Updates would be stated in the description of the new module (Part A in Webcourses).

DEFINITIONS

Week 1, What is Ideology?

Deadlines:
Before Course Assignment in Webcourses by Friday 1/12.
Quizzes and Part A Questions: Monday 1/15 at 11:58 pm in Webcourses.
Part B Questions Thursday 1/18 in Packback.

Read the Course Outline to familiarize yourself with the course structure.
Read Ball et al., chapter 1 Ideology and Ideologies.

Week 2, Ideologies and the Democratic Ideal

Deadlines:
Quizzes and Part A Question: Monday 1/22 at 11:58 pm in Webcourses.
Part B Tasks: Thursday 1/25 at 11:58 pm in Packback.

Read:
Ball et al., chapter 2: The Democratic Ideal.
ILLING_Paradox_Democracy_Interview (in Files, under Assigned Materials).

LIBERALISM, CONSERVATISM AND POLARIZATION

Week 3, Liberalism

Deadlines:
Quizzes and Part A Question: Monday 1/29 at 11:58 pm in Webcourses.
Part B Tasks: Thursday 2/1 at 11:58 pm in Packback.

Read Ball et al., chapter 3 Liberalism

Week 4, Conservatism

Deadlines:
Quizzes and Part A Question: Monday 2/5 at 11:58 pm in Webcourses.
Part B Tasks: Thursday 2/8 at 11:58 pm in Packback.

Read: Ball et al., chapter 4 Conservatism
Read: Wehner, *On Trump and Conservatism*.

Week 5, Do Ideologies Drive Political Polarization?

Deadlines:
Quizzes and Part A Question: Monday 2/12 at 11:58 pm in Webcourses.
Part B Tasks: Thursday 2/15 at 11:58 pm in Packback.

READING ASSIGNMENTS

ASSIGNED READINGS in Files under Assigned readings.

Instructor's Remarks for Week 5, Polarization.

Kinder and Kalmoe, *Neither Liberal nor Conservative: Ideological Innocence in the American Public*, University of Chicago Press, 2017. Selected excerpts in Files under Assigned Readings. It is probably enough that you read only the passages marked in red color (underlined or bracketed).

Karen Stenner and Jonathan Haidt, *Authoritarianism is not a Momentary Madness…* (Pages 175-188 and 209-217 only.)

Arlie Russel Hochschild, *Strangers in their Own Land*, excerpts in Files.

Jonathan Haidt Ted Talk (30 minutes), available at:

https://www.ted.com/talks/jonathan_haidt_the_moral_roots_of_liberals_and_conservatives

SOCIALISM:
A BIFURCATED EVOLUTION

Week 6, Socialism I

Deadlines:
Quizzes and Part A Question: Monday 2/19 at 11:58 pm in Webcourses.
Part B Tasks: Thursday 2/22 at 11:58 pm in Packback.

Read: Ball et al. chapter 5: Socialism and Communism: From More to Marx

Week 7, Socialism II

Deadlines:
Quizzes and Part A Question: Monday 2/26 at 11:58 pm in Webcourses.
Part B Tasks: Thursday 2/29 at 11:58 pm in Packback.

View:
The Russian Revolution Part 1 (47 minutes)
https://fod-infobase-com.eu1.proxy.openathens.net/p_ViewVideo.aspx?xtid=42297
The Russian Revolution Part 2 (47 minutes)
https://fod-infobase-com.eu1.proxy.openathens.net/p_ViewVideo.aspx?xtid=42298

Read: Ball et al. chapter 6: Socialism and Communism After Marx
Read: Instructor's Remarks on Ideological Flexibility, in Files under Assigned Readings.

FASCISM

Week 8, Fascism

Deadlines:
Quizzes and Part A Question: Monday 3/4 at 11:58 pm in Webcourses.
Part B Tasks: Thursday 3/7 at 11:58 pm in Packback.

Read: Ball et al. chapter 7: Fascism
View: *Europa, Europa*, feature film by Agnieszka Holland, 1990, 113 minutes. Available through the UCF library at: https://ucf.kanopy.com/video/europa-europa

IDENTITY POLITICS

Week 9, Identity Politics

Deadlines:
Quizzes and Part A Question: Monday 3/11 at 11:58 pm in Webcourses.
Part B Tasks: Thursday 3/14 at 11:58 pm in Packback.

Read: Ball and Dagger, chapter 8: Liberation Ideologies and the Politics of Identity

Week 10, Is equality before the law enough to deliver equity for Women and African Americans?

Deadlines (after we return from Spring Break)
Quiz and Part A Post: Monday 3/25 at 11:58 pm in Webcourses.
Part B Posts: Thursday 3/28 at 11:58 pm in Packback.

Read (in Files under Assigned readings):

GENDER

Ball et al. chapter 8, pp. 273-281: Women's Liberation.
BRITANNICA_Institutional_Sexism
COONTZ_ Why Gender Equality Stalled
GOLDIN's short video, at:
https://www.youtube.com/watch?app=desktop&v=S2J7gjBuPD4

RACE

Ball et al. chapter 8, pp. 263-272: Black Liberation.
BRITANNICA_Institutional_Racism
WP_Fla_Bank_Racial_Red_Lining
COATES_Case_for_Reparations (pp. 6 to 13 only)
WILLIAMSON, The Case against Reparations: A reply to Ta-Nehisi Coates

Week 11, Spring Break

THE ENVIRONMENT

Week 12, Green Politics: Ecology as Ideology

Deadlines:
Quizzes and Part A Question: Monday 4/1 at 11:58 pm in Webcourses.
Part B Tasks: Thursday 4/4 at 11:58 pm in Packback.

View: *Oil on Ice,* 57 minutes, available for online streaming from the UCF Library, at: https://go.openathens.net/redirector/ucf.edu?url=https%3A%2F%2Fvideo.alexanderstreet.com%2Fwatch%2Foil-on-ice
Read: Suzuki, Declaration of Interdependence (1 page), in Files under Assigned Readings.
Read: Ball et al. chapter 9. Green Politics

Week 13, Can Libertarianism Protect the Environment?

Deadlines:
Quizzes and Part A Question: Monday 4/8 at 11:58 pm in Webcourses.
Part B Tasks: Monday 4/11 at 11:58 pm in Packback.

Read: Murray Rothbard, *The Libertarian Manifesto on Pollution.*
Read: Ernest Partridge, *Liberty for Some.*

RADICAL ISLAM

Weeks 14, Radical Islamism

Deadlines:
Quizzes and Part A Question: Monday 4/15 at 11:58 pm in Webcourses.
Part B Tasks: Thursday 4/18 at 11:58 pm in Packback.

Read: Ball et al. chapter 10.

LOOKING AHEAD

Weeks 15, The Future of Ideology

Deadlines:
Quizzes and Part A Question: Monday 4/22 at 11:58 pm in Webcourses.
Part B Tasks: Thursday 4/25 at 11:58 pm in Packback.

Read: Ball et al. chapter 11.

After Course: Friday 4/26 at 11:58 pm in Webcourses.
(This is the last assignment in this course.)

IX. Policy Statements

Notifications in Case of Changes to Course Modality
Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification
Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness
If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or email in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement
Accommodation may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodation for this or other courses.

Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

Cannot make the deadline for other reasons than those listed above? Contact the instructor with an explanation **and** a request for a specific deadline extension. I cannot accept open-ended extension requests. Note also that my flexibility on deadlines vanishes with the approach of the end of the semester.

NOTE: I cannot give extensions in Part B. Packback is a platform for exchange between participants. There is no point in joining a conversation that happened last week, after other participants have already moved on to another topic.

If you have a major impediment hindering you from completing your tasks in Packback (such as surgery, illness, accident, bereavement, etc.), you need to email me with an explanation and documentation. The best I can do for you then is to not count that missing Packback week in the computation of your final course grade. Such exemptions will be limited in number to one time over the semester.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.
- ***Marien's addition to UCF policy:*** the listing of works cited but not materially used in a post or essay also constitutes a breach of academic honesty. It misrepresents the depth of research done.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary, respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension, or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

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 to Turnitin at his discretion. Students found guilty of plagiarism will receive a failing grade for the entire course and may incur additional penalties.

Weekly postings must be original. To ensure originality, students are not able to view classmates' posts before they have themselves posted in the Discussion Board. Students are also not able to edit their postings after having posted it in the Discussion Board. **It is strongly recommended that you compose your post in a word processing file, review it there for content and style and only then paste the final product in the Discussion Board.**

Quizzes are individual exercises with open access to the materials but limited time to answer the questions.

Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodation requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement
Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. You CAN Survive an Active Shooter

Deployed Active-Duty Military Students
If you are a deployed active-duty military student and feel that you may need special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright
This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA
During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at https://letsbeclear.ucf.edu and http://cares.sdes.ucf.edu/.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – http://oie.ucf.edu/ & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services
- Diversity and Inclusion Training and Events
- UCF Compliance and Ethics Office & complianceandethics@ucf.edu
- Ombuds Office