Spring 2026

COURSE OUTLINE

POT 3302-0W60 (20437)

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: Chadine Allen.
Contact us via course email.

CLASS TIME/LOCATION: Online, asynchronous.

INSTRUCTOR'S OFFICE HOURS: Howard Philips Hall, room 311H
(from 1/13/26 to 4/23/26, otherwise online by appointment).

Tuesdays from 3 pm to 6 pm
Thursdays from 3 pm to 6 pm.

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 re-schedule.

Catalogue Course Description

A study of modern ideologies since the French Revolution including liberalism, conservatism, capitalism, nationalism, fascism and anarchism.

Course Description

The truth is rarely pure and never simple.
Oscar Wilde

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, Daniel O'Neill, and Jennet Kirkpatrick
Political Ideologies and the Democratic Ideal.
Routledge, **12th edition**, 2025, ISBN: 978-1-03-220446-8.
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 varies without warning the instructor. Video assignments (when relevant) will be announced in the weekly Part A Discussion Boards.

IN ADDITION TO THE TEXTBOOK, we will also use an electronic platform called ***Yellowdig*** to facilitate discussion on issues of evaluation among participants (for Part B posts). This platform presents advantages over Webcourses for that purpose. (We will use Webcourses for the quizzes and Part A questions).

I. Basic Course Expectations

Students are expected to: (1) always have a working connection to the internet; (2) to promptly procure the textbook and access; (3) to take quizzes and submit Part A and Part B posts s in due time in normal circumstances; (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. Quotes can be used, but sparingly. Quoting is sometimes the most effective thing to do, particularly when dealing with definitions. But quotes should normally not amount to more than 10 to 15% of your text. (6) The use of AI programs for the composition of your posts is strictly forbidden.

II. 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 ideologies arbitrarily and uncritically define, fix, and reduce what are 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 polarization of American politics.

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

LO-6: Students will exercise their abilities and develop their own voice as authors in the composition of Part A and Part B posts.

III. Assessment Overview

NOTE ON THE SCHEDULE AND DUE DATES

Quiz and Part A answers in Webcourses are always due on **Mondays**.
Part B posts in Yellowdig are always due on **Wednesdays**.
Before Course Perception of Ideologies is due on Friday 1/16 but accepted until 1/23 (this frees financial aid).

After-Course Perception of Ideologies is due on Friday 5/1.

Our Final Online Exam is due on Friday 5/1.

Why Using Two Electronic Platforms?

Webcourses for the weekly Quiz and for answering Part A reading comprehension questions. Webcourse is basically where you demonstrate you understood the week's readings. The quizzes and Part A questions are always narrowly focused on the assigned materials and on nothing else. This is not the place to give your evaluation or discuss outside sources. Discussion of outside sources will be penalized in Part A submissions.

Yellowdig for Part B is where you evaluate the readings and make sense of it in conversation with other class participants. Here, you are invited to articulate your own reflection and (if useful) use outside sources. In Part B you:

(1) answer the instructor's evaluation question for that module.

(2) formulate your own original critical thinking question concerning the week's readings.

It is recommended that you do this before the last minute. This maximizes your chance of receiving answers and comments from your classmates. In Yellowdig, you can receive points for attracting comments from other class participants.

Yellowdig is basically where you reflect on the reading's meaning in dialogue with class participants after you have demonstrated understanding of the material in the preceding quiz and Part A. More detail about how to post and earn points in Yellowdig is available in Files under B) Guide for Posting in Part A and Part B.

You access our Yellowdig community from Webcourses. Click on the Yellowdig button found on the left column of the Webcourses home page. Before submitting a post, you must click on the Create button and select the relevant topic from a list of topics defined by the instructor. (Only the instructor can create topics in Yellowdig.)

Why a Delayed Deadline for Part B?

The Part B (Yellowdig) window for submission opens on Thursday and closes on Wednesday at 11:30 PM. This is the Wednesday following Monday on which that week's quiz and Part A assignment were due.

For a given module, the Wednesday 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 Wednesday 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.

Assessment Overview

WHAT? Description	WHEN? Deadlines	WORTH Course Points	WHY? Purpose
Before-Course Perception of Ideologies	**Friday 1/16** **11:30 P.M.** 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** **11:30 P.M.**	**48**	Verify mastery of subject matter with multiple choice questions.
Weekly Discussion Post Average **Part A in Webcourses** Each set of weekly post is over 20 points. An average is used to compute the final course grade.	**Monday evenings** **11:30 P.M.**	**20**	Verify mastery of subject matter on specific issues with a discursive answer.
Weekly Discussion Post Average **Part B** **Evaluation** **In Yellowdig** .	**Wednesday evenings** **11:30 P.M.**	**20**	Develop critical evaluation of ideas through exchange with other class participants.
After-Course	**Friday 5/1** **11:30 PM**	**1**	Students reflect on and evaluate their

Perception of Ideologies	Upload a file in Webcourses.		learning throughout the semester.
Final Exam	Multiple choice questions; **open between 4/29 and 5/1;** using Respondus.	**10**	Comprehensive final examination on all materials covered during 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

Number scores will not be rounded up.

IV. 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.

V. Course Credits

3 credits

VI. Course Schedule

NOTE: Updates may modify the schedule below. Updates would be stated in the description of the new module contained in Part A in Webcourses.

DEFINITIONS

Week 1, What is Ideology?

Deadlines:

Before Course Assignment in Webcourses by Friday 1/16 (but accepted until 1/23).
Quiz and Part A Questions: Monday 1/19 at 11:30 pm in Webcourses.
Part B posts: Wednesday 1/21 in Yellowdig.

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:
Quiz and Part A Question: Monday 1/26 at 11:30 pm in Webcourses.
Part B posts: Wednesday 1/28 at 11:30 pm in Yellowdig.

Read:
Ball et al., chapter 2: The Democratic Ideal.

LIBERALISM, CONSERVATISM AND POLARIZATION

Week 3, Liberalism

Deadlines:
Quiz and Part A Question: Monday 2/2 at 11:30 pm in Webcourses.
Part B posts: Wednesday 2/4 at 11:30 pm in Yellowdig.

Read Ball et al., chapter 3 Liberalism

Week 4, Conservatism

Deadlines:
Quiz and Part A Question: **Monday 2/9 at 11:30 pm in Webcourses.**
Part B posts: **Wednesday 2/11 at 11:30 pm in Yellowdig.**

Read: Ball et al., chapter 4 Conservatism

Week 5, Do Ideologies Drive Political Polarization?

Deadlines:
Quiz and Part A Question: **Monday 2/16 at 11:30 pm in Webcourses.**
Part B posts: **Wednesday 2/18 at 11:30 pm in Yellowdig.**

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 (underlined or bracketed).

Karen Stenner and Jonathan Haidt, *Authoritarianism is not a Momentary Madness…* Pages 175-188 and 209-217 only. A total of 21 pages.

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

SOCIALISM:
A BIFURCATED EVOLUTION

Week 6, Socialism I

Deadlines:
Quiz and Part A Question: **Monday 2/23 at 11:30 pm in Webcourses.**
Part B posts: **Wednesday 2/25 at 11:30 pm in Yellowdig.**

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

Week 7, Socialism II

Deadlines:
Quiz and Part A Question: **Monday 3/2 at 11:30 pm in Webcourses.**
Part B posts: **Wednesday 3/4 at 11:30 pm in Yellowdig.**

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 rigidity and flexibility with references to socialism and libertarianism, in Files under Assigned Readings.

FASCISM

Week 8, Fascism

Deadlines:
Quiz and Part A Question: **Monday 3/9 at 11:30 pm in Webcourses.**
Part B posts: **Wednesday 3/11 at 11:30 pm in Yellowdig.**

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 Part I

Deadlines are due after we return from spring break. Enjoy!

Quiz and Part A Question: Monday 3/23 at 11:30 pm in Webcourses.
Part B posts: Wednesday 3/25 at 11:30 pm in Yellowdig.

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

Week 10, SPRING BREAK

Week 11, Identity Politics Part II
Is Equality before the Law enough to deliver Fairness for Women and African Americans?

Deadlines
Quiz and Part A Post: Monday 3/30 at 11:30 pm in Webcourses.
Part B posts: Wednesday 4/1 at 11:30 pm in Yellowdig

Read (in Files under Assigned readings):

GENDER

Ball et al. chapter 8, pp. 273-281: Women's Liberation.
COONTZ_ Why Gender Equality Stalled
GOLDIN's short video, at:
https://www.youtube.com/watch?app=desktop&v=S2J7gjBuPD4
PROJECT 2025, The Case for the Traditional Family

RACE

Ball et al. chapter 8, pp. 263-272: Black Liberation.
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
HERITAGE FOUNDATION, The Case for Color Blindness.

THE ENVIRONMENT

Week 12, Green Politics: Ecology as Ideology

Deadlines:
Quiz and Part A Question: **Monday 4/6 at 11:30 pm in Webcourses.**
Part B posts: **Wednesday 4/8 at 11:30 pm in Yellowdig.**

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, Libertarianism versus Liberalism: Which Can Best Protect the Environment?

Deadlines:
Quiz and Part A Question: **Monday 4/13 at 11:30 pm in Webcourses.**
Part B posts: **Wednesday 4/15 at 11:30 pm in Yellowdig.**

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

RADICAL ISLAM

Week 14, Radical Islamism

Deadlines:
Quiz and Part A Question: **Monday 4/20 at 11:30 pm in Webcourses.**
Part B posts: **Wednesday 4/22 at 11:30 pm in Yellowdig.**

Read: Ball et al. chapter 10, Radical Islam.

Week 15, Study Week

No new material assigned. Use this period to prepare for the final exam. Instructions for this purpose will be circulated ahead of time.

Week 16, Final Exam Period

Final Exam: open between W. 4/29 and F. 5/1.
After Course: Friday 5/1 at 11:30 pm in Webcourses.

VII. Course 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 diminishes with the approach of the end of the semester. **I cannot accept Part A posts in my email. They must be submitted in Webcourses. An extension allows you to submit your Part A post in Webcourses and nowhere else.**

NOTE regarding Part B: I cannot give extensions in Part B. Yellowdig 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 Yellowdig (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 Part B submission in the computation of your final course grade. Such exemptions will be limited to a maximum of two modules. Note also that Yellowdig has a built-in opportunity to catch up on missed submissions or week performance. For more detail, see the Guide for Posting in Part B.

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 violating* academic behavior standards.
- ***Marien's addition to UCF academic integrity 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.
    - The use of outside sources without proper citations is a breach of academic integrity.
    - The use of AI to compose a post is strictly forbidden. I want you to develop your own abilities and voice as an author. Copying and pasting AI generated text will not accomplish that.

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 them 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 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 people 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