

PSCI 3309
Modern Political Ideologies

Seminars: Tuesdays 6:05-8:55 pm

Class Facebook: Socially Scientific - Class Twitter: @sociallysci

Instructor: Dr. Tamara Kotar

Office hours: Wednesdays 11:30-1:30 (message to schedule an appointment)

Location: B641 Loeb building

E-mail: Tamara_Kotar@Carleton.ca

Course description:

Welcome to POL 3309 Modern Political Ideologies. This semester we will focus on the main variants of Liberalism, Conservatism and Socialism. We explore these major schools of thought while contemplating questions that are central to the study of political ideologies, such as:

- How do humans negotiate our collective lives together?
- How do individuals and communities balance rights and obligations, freedom and security?
- What political regimes, values, laws and economic systems best facilitate the good life?
- How do we structure power relations between ruler and ruled in a way that promotes peace and prosperity?

While addressing these questions we will keep in mind different accounts on the meaning of life and the nature and purpose of

government. Students are compelled to raise their consciousness of theory in everyday life, research, advocacy, policy-making, action and change.

Course Goals and Expectations

- Students are challenged to understand the foundations of political thought and themselves apply theoretical ideas to politics, conflict and development.
- The assignments are dense, theoretical and lengthy, to get the most out of this course you must attend well prepared and ready to engage in in depth conversation on the readings for the day.
- Debate and respectful disagreement are strongly encouraged.

Required Texts

Leon P. Baradat, "Political Ideologies: Their Origins and Impact," 11th Ed. (Longman: Toronto, 2012). All required journal articles are available via E-Journals.

Required Movie: "Goodbye Lenin", <https://goo.gl/Qf1lDa>

Assignments and Due Dates Table

Assignment	Date	Share of Term Mark	Notes
Blogs	Jan. 19th Feb. 2 nd Feb. 9 th Mar. 1 st Mar. 15 th	50%	5 assignments each worth 12.5%. **There are 5 assignments due. Your best 4 results will count toward your final mark. Your worst mark will be eliminated.** Use My POL Blog Posts Format to easily create your blogs.
Term Paper Outline & Workshop	Feb. 9 th	5%	Written Portion 4% Workshop (informal) 3.5%

Term Paper Presentation	Feb. 23 rd	5%	2.5% written portion, 2.5% presentation All presentations are due on cuLearn on the due date. Students will pick individual days to present.
In Class Feedback	Mar. 1 st	1%	Takes place during class
Term Paper	April 5 th	39%	Paper 10 pages.

For [Seminar Reading Schedule Click Here](#)

CuLearn

All of your written assignments are due via CuLearn drop boxes. The syllabus and other relevant documents are also posted on CuLearn. Do not submit your assignments via email.

Social Media

There is a Facebook page and a Twitter page for the course and you should join either one and make a habit of checking either one frequently. Beyond a requirement for some assignments, I regularly post articles relevant to the course and tips for students. Facebook – Socially Scientific. Twitter - @sociallysci (Socially Scientific). *If you prefer not to join the class Facebook or Twitter, a 5-page essay can be done in lieu of the Facebook/Twitter components of each assignment.

Lecture and Discussion Group Expectations

Students are expected to (1) attend lectures and discussion groups having **completed the assigned readings** and (2) come **prepared for**

thoughtful discussions. Students are kindly asked to be respectful during lectures and discussion groups by not conversing with their neighbours. Students who are conversing during lectures or discussion groups will be asked to stop and/or leave. **All late assignments will be marked 0.** Exceptions will be considered for medical reasons or a family emergency (with appropriate documentation).

Appeals

If you would like reconsideration of an assignment grade, you must provide a two page written explanation of why you believe the grade was incorrect. All requests of this type will be considered, but this may mean that your grade could be **lowered. No reconsiderations will be handled without following this procedure.** Final course grades are **not negotiable and** grades do not “round up.” Grades will be changed only if there is a calculation or other technical error.

Assignment Evaluation Considerations

Below is a table and list of questions used to evaluate each assignment.

Keep this in mind when writing your assignments

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Keep this in mind when writing your assignments.

Thesis & Explanation of subject - 70%
A clear idea/thesis is forwarded for each question asked.
Identification and explanation of main points.
Use of Scholarly Literature - 25%
Scholarly literature is employed to strengthen arguments.
Definitions and terms should be used properly.

Jargon should be kept to a minimum.
Structure of Assignment - 5%
Answer the questions being asked.
The assignment is an appropriate length.
The assignment employs proper grammar.
Proper citation and citation style is used consistently.

These questions are utilized to assess written assignments

- Is there a clear idea/thesis forwarded in response to each question asked in an assignment?
- Are main points identified and explained?
- Are supporting statements focused, relevant and illuminating?
- Strong arguments are focused and develop a particular point?
- Does my answer utilize scholarly arguments and literature?
- Does my answer address counter arguments?
- Is my assignment too descriptive? (avoid this)
- Are ideas being stated as self-evident? (avoid this)
- Do my answers flow, are they well organized?
- Am I utilizing proper grammar?

Assignments

Syllabus Scavenger Hunt

Since this course may have many features that you have not yet encountered in your classes, I've included a syllabus scavenger hunt, to ensure that students are very familiar with requirements.

Find the correct answers to these questions, win the scavenger hunt and get marks!

1. Under what subheading and on what page of the syllabus would I find a comprehensive list of assignments and due dates?
2. What are the 3 parts of the Blog assignment and what kind of knowledge does this assignment try to combine?
3. What part of the Blog assignment do I post to Socially Scientific (facebook or twitter)?
4. Do I have to attend class for my Blogs to be marked?
5. Under what subheading do I find the reading materials for each week?

My PSCI Blog Posts

My PSCI Blog Posts will serve as tools to ensure students achieve the highest possible benefit from the readings, lectures and discussion groups and are prepared for any tests. These assignments help students focus on how to write a succinct thesis, a key skill required for future success. Beyond this the assignments prepare students for meaningful discussion group engagement.

You must attend the class & discussion group for the Blog to be graded. If you do not attend class/discussion group the assignment will not be marked. If you miss the class/discussion group, even for unforeseen reasons, you may hand in a 4-page, double-spaced paper in addition to the assignment within a week of the due date. The paper will be an extension of your discussion of the readings for that notes and posts assignment. If you do not hand it in by that time, your mark will remain 0.

The assignments are due via CuLearn at **11:55pm on the due date**. The submission spaces will be entitled #1 Blog, #2 Blog. **Your worst blog post mark will be eliminated.** This is an opportunity to get your best

work recognized.

To organize your Blog Post you can cut and paste the **My PSCI Blog Format** provided below for each post into your own word document and fill in the material required or you can use the template attached to the assignment description and dropbox as provided on CuLearn.

My PSCI Blog Post Format

Part I- Lecture/Tutorial Discussion

For the discussion component you will discuss what we talked about in our class before the due date. Identify and describe two ideas/concepts/issues dealt with in class that attracted interest and explain why. Critically engage with the ideas in a scholarly manner. Ensure you have a clear thesis.

20 sentences

Part II- Discuss Readings

For the discussion of the readings component you will write about the readings for the day the assignment is due. Choose one of the readings, required or recommended. Provide a brief reaction to one of the readings of the week. Using your own words, discuss the main point (thesis) of the reading. Describe an idea or issue developed in the article that intrigues you and that you would like to discuss further in class. Create 2 questions that relate to the article and larger issues discussed in the class.

20 sentences

Part III- Social Media

1. Post 2 media items (articles, radio or video clips) that relate to issues discussed during this class, discussion group or in the readings. You should post to the class Facebook – Socially Scientific Twitter - @sociallysci. The idea

is that you share resources that you have found to be useful in your explorations of the topics discussed in class. Explain why each link you post enhances your understanding of the topic discussed in class. **Ensure that your posts are not offensive or explicit, but rather that they contribute to respectful and engaging collegial dialogue.** Ensure that your posts are well organized, visually pleasing (i.e. nicely formatted) and do not include your student number on the social media post. **2-3 sentences for each posting**

2. For your cuLearn submission cite and comment on a link posted by anyone else (from any class or even the prof.) on Socially Scientific that you found interesting. If you choose you can post this commentary online. **3 sentences**

In-Class Feedback

This is an opportunity for you to let me know what concepts intrigue you and what you want to learn more about.

During the lecture will log onto CuLearn and answer the following questions with 1-3 sentences for each question:

1. What is the most significant thing you learned in today's class?
2. What question is at the top of your mind at the end of today's class?
3. What have you enjoyed learning about most in the class so far this term?
4. What would you like to discuss more in-depth as we continue the course?
5. What would you change in the syllabus, i.e. assignment type, arrangement or readings? Although assignments will not be changed this term so as to not cause confusion, this aids in preparing syllabi in the future.

***You can only do this assignment if you have attended the lecture. There is no make-up assignment for this assignment.**

Outline & Term Paper Workshop

The Written Outline

Students will create an original thesis upon which to build his/her essay.

The outline should follow the format below:

1. State the thesis in one sentence
2. List and describe three supporting arguments (1-2 sentences each).
3. State anticipated conclusions (1 sentence).
4. Create a bibliography of 10 scholarly sources (other than the texts used in the course).
5. Following the instructions above, you will find that your assignment is approx. 2-3 pages. Grades for this assignment are assigned based on following the instructions rather than on page count.
6. Facebook or Twitter 2 messages, each with a link to an article or online information that relates to your term paper topic and that you think would help promote a discussion in class. For each Facebook/Twitter post describe why you liked the article/piece and why it is relevant to your paper. Post 1-2 sentences each on the main ideas from the posts on Facebook or twitter.
7. Compile all of the components (sentences) of this assignment (from component 1-6) and post in the appropriate CuLearn drop box at 11:59pm on the due date. Do not post your entire assignment on Facebook/Twitter. Only post the 1-2 sentences for each Facebook/twitter post on facebook/twitter.

The Outline Workshop

Students will prepare a 2-3 minute presentation (no slides required) for the class based on your thesis. Part of students Term Paper Outline mark will be determined by a brief discussion of her/his paper topic in

class on the due date of the assignment. This will be an informal discussion where students discuss their thesis with the rest of class. No need for a slide show or handouts.

Term Paper

Paper Option #1 – Academic Paper

Students can write on a topic of her/his choosing. This will be an original research paper of 10 double spaced pages due on blackboard. Students will develop the ideas expressed in the essay outline in essay form. The essay should have a clear thesis statement with well-researched arguments that support the thesis. 10 scholarly sources should be used. A full bibliography is necessary as are appropriate footnotes. If the term paper is not handed in on Blackboard by 11:59pm on the last day of class, the due date the student will receive an automatic mark of 0. No late research essays will be accepted.

Paper Option #2

You will choose a fictional book or film that addresses theoretical themes in political crime. You will use the book/film as a platform for discussing theoretical and important issues. This is not a book/film review in a sense of discussing your dislike or like of the book/film. Rather the student will use metaphors, images and ideas found in the book/film and discuss how they relate to topics for this class. If a student chooses this assignment, the student is responsible for choosing an appropriate book/film.

For guidance on how to write a film review.

<http://www2.athabascau.ca/services/write-site/film-review.php>

For guidance on how to write a book review.

<http://www.writing.utoronto.ca/advice/specific-types-of-writing/book-review>.

Paper Option #3

Pick 4 theorists that we've discussed in the class and create a dinner party conversation that reflects their thoughts on certain topics. This paper needs to be 15-20 pages long since there would be a lot of spaces.

Make sure you keep the conversation scholarly and address real issues.

<http://www.creative-writing-now.com/how-to-write-a-play.html>

Lecture & Discussion Group Schedule

Introduction

January 12th Course structure, assignments and expectations.

Part I: Liberalism & Conservatism

Classical Liberalism

January 12th & 19th

Required Readings

- Textbook, Baradat, Chapters 1 & 2
- John Locke, Second Treatise of Government, pp. 26 – 53
<http://www.earlymoderntexts.com/pdfs/locke1689a.pdf>
- Immanuel Kant, "What is Enlightenment?"
<http://www.allmendeberlin.de/What-is-Enlightenment.pdf>

Classical Liberalism and Conservatism

January 26th

Required Readings

- Textbook, Baradat, Chapter 4
- Adam Smith, "An Inquiry Into the Nature and Causes of the Wealth of Nations," excerpts
<http://courses.umass.edu/pols294p/documents.html/smith-wealth.pdf>

Reform Liberalism & Neo-Liberalism

February 2nd

Required Readings

- Textbook, Baradat, Chapter 12
- John Maynard Keynes, "The End of Laissez-faire."
<http://www.panarchy.org/keynes/laissezfaire.1926.html>

Reform Liberalism & Neo-Liberalism

February 9th

Required Readings

- J.S. Mill, "On Liberty," Chapter 1, pp. 1-18 & Chapter 2, pp. 19-64.
<http://www2.hn.psu.edu/faculty/jmanis/jsmill/liberty.pdf>

- John Rawls "The Law of Peoples."

<http://nw18.american.edu/~dfagel/Philosophers/Rawls/TheLawOfPeoples.pdf>

- F.A. Hayek, "The Use of Knowledge in Society."
<http://www.econlib.org/library/Essays/hykKnw1.html>

Recommended

- Benjamin M. Friedman, Book Review, Globalization, Stiglitz's Case

http://www.woldww.net/classes/Political_Ideas/Friedman%20-%20NYR%20-%20Stiglitz%20case.htm

Part II: Socialism

Socialism

February 23rd

Required Readings

- Textbook, Baradat, Chapter 8
- R.H. Tawney, "Liberty and Equality," selected sections
http://www.woldww.net/classes/General_Philosophy/Tawney-on-equality-of-opportunity-and-liberty.htm

Socialism

March 1st

Required Readings

- Anthony Giddens, "The Welfare State in a Modern European Society."
<http://www.uoc.edu/symposia/caixamanresa/jornadaeconomia/eng/giddens.pdf>

Marxism

March 8th

Required Readings

- Karl Marx & Friedrich Engels, "The Communist Manifesto" excerpts

<http://courses.umass.edu/pols294p/documents.html/communist-manifesto.pdf>

Marxism

March 15th

Required Reading

- Karl Marx, "Wage Labour and Capital."
<http://burawoy.berkeley.edu/Reader.101/M&E.II.pdf>
- Vladimir I. Lenin, "Capitalism as a Special Stage of Capitalism."
<http://www.marxists.org/archive/lenin/works/1916/imp-hsc/ch07.htm>

Communism & Post-Colonialism

March 22nd

Required Readings

- Textbook, Baradat, Chapter 9
- Valerie Bunce, Rethinking Recent Democratization Lessons from the Postcommunist Experience, *World Politics* 55.2 (2003) 167-192
https://muse.jhu.edu/journals/world_politics/v055/55.2bunce.html

Communism & Post Communism

March 29th

Required Movie

- Movie – "Goodbye Lenin"
<https://itunes.apple.com/us/movie/good-bye-lenin!/id563188049>

Where to From Here

April 5th

Required Reading

- Max Weber, "Politics as a Vocation."

<http://anthropos-lab.net/wp/wp-content/uploads/2011/12/Weber-Politics-as-a-Vocation.pdf>

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your ***Letter of Accommodation*** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of “F” for the course.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from the Institute of European, Russian and Eurasian Studies will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline: The course outline posted to the EURUS website is the official course outline.