

Davidson College
Department of Political Science

Political Science 102: Contemporary Political Ideologies
Fall 2009

Time: TR 2:30-3:45
Location: Chambers 3084

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Office Hours: W 11:00-12:30; 1:30-3:00

GOALS OF THE COURSE

What is an ideology? What does it mean to be ideological? Most frequently, we think that to call someone ideological is to criticize him for being blindly committed to a cause. Communists are ideological, we say; as are fascists and Islamic fundamentalists. But do ideologies serve some positive purpose? Is it possible to be ideological without giving up our claim to being rational, self-conscious political actors? If so, can we simply dismiss communists, fascists, and fundamentalists by labeling them as ideological? What is it in these ideologies that we could recognize as the result of a reasonable self-understanding? And, on the other hand, what is there in the liberal ideology, in all of its variations, that might be thought of as the consequence of nothing more than the blind faith of its adherents?

The purpose of this course is to examine the character of the political ideologies that are still current today, in order to determine the extent to which they are coherent systems of ideas, and the extent to which they are merely the expression of a kind of political faith. Beginning with the origins of liberalism, the class will consider the various forms the liberal ideology takes in the contemporary world. It will then turn to the analysis of some ideological critiques of liberalism, including fascism, communitarianism, market socialism, communism, and Islamic fundamentalism. In each case, the class will look at the foundational principles of the ideology, as well as the consequences those principles have on the way the political institutions and the larger civil society are ordered.

TEXTS

John Locke, *Second Treatise of Government* (C.B. Macpherson, ed.; Hackett Publishing Company, Inc., 1980)

Terence Ball and Richard Dagger, *Ideals and Ideologies: A Reader*, 4th Ed. (Longman Publishing Group, 2009)

A course pack of additional readings on electronic reserve

REQUIRED WORK

1. Attendance and Participation. This course is structured around students' careful reading of the assigned texts and active participation in the class discussions relating to those texts. **Students must be sure to keep up with the readings, come to class having read the day's assignment, and be prepared to ask questions and make substantive comments related to the readings. Active contribution to discussion, making full use of the texts, is the basis for the participation portion of each student's grade.**

Students' grades will be affected by their attendance. **Two unexcused absences are allowed. Students who are excessively absent will receive an "F" for class participation.** For the purposes of this attendance policy, **a student who is late to class by ten minutes or more will be considered absent.**

2. Presentation of the Readings. Each class, one or two students will be chosen to make an initial presentation (in the form of a concise summary) of the reading material for the following class. These presentations will be graded primarily on the student's ability to identify and articulate clearly the central ideas of the reading assignment, as well as to raise questions designed to initiate discussion. Presentations should be between five to ten minutes, and **no outside material should be used.**

For those who need assistance in preparing these presentations, Davidson College has a speaking center.

In order to facilitate the contribution of all students to the discussion, others will be called upon at random to help clarify or to challenge the interpretation of the presenters.

3. Reviews. There will be three open-book, take-home reviews requiring students to answer specific questions about the reading material, in a short-essay format. Questions will be handed out one week before the assignment is due. Students will be expected to refer directly to and cite extensively from the texts. More details about the format of the reviews will be available as the date of the assignment approaches. **Outside sources should not be used.**

All reviews should be **typed, double-spaced, with an 11- or 12-point font.** For those who need writing assistance, Davidson College has a writing center. This center should be used by students who have questions about grammar or style. **No outside help should be sought for questions having to do with the substance of the review.**

The first two reviews will be penalized one letter grade for each class day they are late. Final reviews will be penalized one letter grade for each calendar day they are late.

All provisions of the Davidson Honor Code are in effect. All written work will be pledged in accordance with it.

GRADING

The grades for the course will be calculated on the following basis: general participation (15%); presentations (15%); first review (20%); second review (25%); final review (25%).

SCHEDULE OF READINGS

The following schedule is subject to change. Reading assignments for each class will be confirmed in the class period prior to the class in which they are due and posted on Blackboard.

Week 1: August 25, 27

1. General Discussion
2. Fukuyama (*The End of History?*, Electronic Reserve); Huntington (*The Clash of Civilizations?*, Electronic Reserve)

I. Early Liberal Theory

Week 2: September 1, 3

3. Locke (*Second Treatise*, §§1-24) [State of Nature]; Locke (*Second Treatise*, §§87-99, 114-131) [Consent and Ends of Government]
4. Locke (*Second Treatise*, §§25-51) [Property]; Locke (*Second Treatise*, §§52-86) [Paternal Power]

Week 3: September 8, 10

5. Mill (*Democratic Participation and Political Education*, Reader) and Locke (*Second Treatise*, §§132-158) [Institutions]
6. Madison (*Federalist Papers*, No. 51, Electronic Reserve) and Adams (*What Is a Republic?*, Reader) [Institutions]

Week 4: September 15, 17

7. Locke (*Second Treatise*, §§222-231, 240-243), Declaration of Independence (Reader), Bill of Rights (Reader), Declaration of the Rights of Man (Reader), The Universal Declaration of Human Rights (Electronic Reserve) [Rights and Resistance]
8. Locke (*A Letter Concerning Toleration*, Reader) and Mill (*Liberty and Individuality*, Reader) [Toleration and Liberty of Thought]

FIRST REVIEW DUE: TUESDAY, SEPTEMBER 22 (by e-mail or posted on Blackboard)

II. The Individual and the State: Conservatism and the Priority of Liberty

Week 5: September 22, 24

9. Burke (*Reflections on the Revolution in France* and *Appeal from the New to the Old Whigs*, Reader; *Change and Conservation* and *Preserving and Reforming*, Electronic Reserve) and Kirk (*Introduction*, Electronic Reserve) [Liberty vs. Order] [Natural Aristocracy]
10. Smith (*Society and Self-Interest*, *Free Trade*, and *The Simple System of Natural Liberty*, Electronic Reserve) and Friedman (*Freedom Under Capitalism*, Electronic Reserve) [Economics]

Week 6: September 29, October 1

11. Kristol (*On Conservatism and Capitalism*, Electronic Reserve), Bork (*Modern Liberalism and Cultural Decline*, Reader), and Reed (*A Religious Conservative Vision for America*, Reader) [Conserving the Culture]
12. Hayek (*Coercion and the State*, Electronic Reserve), and Rothbard (*The State*, Electronic Reserve); Flew (*Libertarians versus Egalitarians*, Electronic Reserve) and von Mises (*On Equality and Inequality*, Electronic Reserve)

III. The State and the Community: Fascism/National Socialism

Week 7: October 6, 8

13. Nietzsche (*Beyond Good and Evil*, Electronic Reserve)
14. Hitler (*Mein Kampf*, Reader)

Week 8: October 13, 15

15. **FALL BREAK**
16. Mussolini (*The Doctrine of Fascism*, Reader) and Rocco (*The Political Theory of Fascism*, Reader)

SECOND REVIEW DUE: TUESDAY, OCTOBER 20 (by e-mail or posted on Blackboard)

Week 9: October 20, 22

17. Renton, (*Fascism Today*, Electronic Reserve) and Nodia [selections] (*Nationalism and Democracy*, Electronic Reserve)

IV. Islamic Fundamentalism

18. Qutb (*Milestones*, Electronic Reserve), Khomeini (*The Necessity for Islamic Government*, Reader), and bin Laden (*Jihad Against Jews and Crusaders*, Reader)

V. The Individual and the State: Liberalism and the Priority of Equality

Week 10: October 27, 29

19. Green (*Liberalism and Positive Freedom*, Reader) and Dworkin [selections] (*Liberalism*, Electronic Reserve)
20. Wollstonecraft (*A Vindication of the Rights of Woman*, Reader), Stanton (*Seneca Falls Declaration*, Reader), and Frye (*Oppression*, Reader)

Week 11: November 3, 5

21. Pateman (*The Fraternal Social Contract and Feminism and Democracy*, Electronic Reserve)
22. Douglass (*The Nature of Slavery*, Electronic Reserve) and Biko (*Black Consciousness and the Quest for a True Humanity*, Reader)

Week 12: November 10, 12

23. King (*Letter from Birmingham Jail*, Reader), D'Souza (*The End of Racism*, Electronic Reserve), and Glazer (*Individual Rights Against Group Rights*, Electronic Reserve)
24. Kymlicka (*Liberal Individualism and Liberal Neutrality*, Electronic Reserve)

Week 13: November 17, 19

25. Melzer, Weinberger, and Zinman (*Introduction*, Electronic Reserve), Fish (*Boutique Multiculturalism*, Electronic Reserve), and Parekh (*Balancing Unity and Diversity in Multicultural Societies*, Electronic Reserve)

VI. The State and the Community: Marxism/Socialism

26. Marx (*Economic and Philosophic Manuscripts*, Electronic Reserve) [Alienated Labor]

Week 14: November 24, 26

27. Marx (*The Communist Manifesto*, Reader)
28. **THANKSGIVING BREAK**

Week 15: December 1, 3

29. Bernstein (*Evolutionary Socialism*, Reader), Lenin (*Revisionism, Imperialism, and Revolution*, Reader), and Trotsky (*The Permanent Revolution*, Reader)
30. Bakunin (*Anarcho-Communism vs. Marxism*, Reader), Goldman (*Anarchism: What It Really Stands For*, Reader) [Anarcho-Communism]

Week 16: December 8

31. Gould (*Socialism and Democracy*, Reader), Weisskopf (*A Democratic Enterprise-Based Market Socialism* Electronic Reserve), and Miller [selections] (*Equality and Market Socialism* Electronic Reserve)

FINAL REVIEW DUE: TUESDAY, DECEMBER 15 (by e-mail or posted on Blackboard)