**modern political ideologies:
survey of western political thought**

**course syllabus
PSCI 2004: Summer Term B 2020
MTWThF 12:45-2:20pm**

# Instructor

**NAME: Kimberly Killen**

**OFFICE HOURS: Thursdays, 2:30-4:30pm, by appointment**

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# Class Description

Surveying Western political thought, this course spans thinkers from John Locke’s Treatise of Civil Government and Marx’s Communist Manifesto to Antifa, feminism, #BlackLivesMatter, and prison abolition. Through close readings and in-depth discussion of a wide range of modern political ideologies, students will develop the ability to critically engage with political ideologies and their manifestations in our modern political landscape. Political ideologies provide differing perspectives on the world and how it should be organized. Articulating what is believed to be the “correct” relationship between citizens, the state, and notions of rights and reality, political ideologies are doubtless expressions of power. The aim of this course is to give students the skills necessary to recognize and articulate their own ideological worldview as well as understand why people are attracted to divergent ideologies and to what effect. Students will learn to critically assess different ideologies and recognize how they manifest in the world surrounding them.

# Required Texts

# The readings for this course are primarily from Nancy Love, ed., *Dogmas and Dreams: A Reader in Modern Political Ideologies*,Fourth Edition, available for purchase at the CU Bookstore and elsewhere. *It is essential that you use this edition of the book. This book also is also available for rent.* Two other books are required: Mark Bray, *Antifa: The Anti-fascist Handbook* and Keeanga-Yamahtta Taylor, *From #BlackLivesMatter to Black Liberation*. All other readings, podcasts, and videos are available on the course’s Canvas site.

# Course Schedule

The course schedule is subject to change. If there are any changes to the schedule, I will communicate these to you in lecture and via email. **Readings must be completed by the start of each class. They are listed under the date next to the indicator “READ”.** Readings with (DD) next to them can be found in *Dogmas and Dreams*. All other readings, podcasts, and videos will be on Canvas or are part of the assigned books.

## I. Liberalism

### Tuesday, July 7– Classic Liberalism

Take the Pew Research Center Political Typology Quiz (during class)

 Discuss the political typology featured on the Pew Website

READ: John Locke, Treatise of Civil Government (DD)

### Wednesday, July 8 – Free Market Liberalism (a.k.a. Economic Conservatism)

READ: Adam Smith, The Wealth of Nations (DD)

James Madison, Alexander Hamilton, and John Jay, The Federalist Papers, nos. 10 and 51 (DD)

### Thursday, July 9 – Utilitarian Liberalism

**Due: Introductory Survey**

READ: John Stuart Mill, On Liberty (DD)

LISTEN (recommended): NPR’s *Throughline*, “There’s Something About Mary”

### Friday, July 10 – Neoliberalism

READ: Milton Friedman, Capitalism and Freedom (DD)

LISTEN (recommended): WNYC, *Freakonomics,* “What Would the World Look Like if Economists Were in Charge?

## II. Conservatism

### Monday, July 13 – Non-Ideational Conservatism

READ: Michael Oakeshott, “On Being Conservative” (DD)

### Tuesday, July 14 – Social Conservatism

READ: Edmund Burke, Reflections on the Revolution in France (DD)

### Wednesday, July 15 – Neoconservatism

READ: Allan Bloom, “The Democratization of the University” (DD)

 Irving Kristol, “The Neoconservative Persuasion:” (DD)

### **Thursday, July 16 – First Exam/Essay!**

## III. Socialism

### Friday, July 17 – Marxism I

READ: Karl Marx, “Estranged Labor” (DD)

### Monday, July 20 – Marxism II

READ: Karl Marx and Friedrich Engels, The Communist Manifesto (DD)

### Tuesday, July 21 – Democratic Socialism

READ: Norberto Bobbio, “Democracy as It Relates to Socialism” (DD)

 Tom Hayden and Dick Flacks, “The Port Huron Statement at 40” (DD)

## IV. Anarchism

### Wednesday, July 22 – Individualist Anarchism

READ: Emma Goldman, “Anarchism: What It Really Stands For” (DD)

 Henry David Thoreau, “Essay on Civil Disobedience” (DD)

### Thursday, July 23 – Socialist Anarchism

READ: Petyr Kropotkin, Mutual Aid (DD)

 Mikhail Bakunin, “Scientific Anarchism” (DD)

LISTEN: Vox, Today Explained, “Welcome to Chop“

## V. Fascism

### Friday, July 24 – Italian Nationalism/Fascism

READ: Joseph Mazzini, The Duties of Man (DD)

READ: Benito Mussolini, Fascism: Doctrine and Institutions (DD)

### Monday, July 27 – National Socialism

READ: Adolf Hitler, Mein Kampf (DD)

LISTEN: New York Public Library, *Voices of Holocaust Survivors: Oral Histories and Personal Narratives*

### **Tuesday, July 28 – Second Exam/Essay!**

## VI. White Nationalism & the Alt-Right

### Wednesday, July 29

READ: Samuel P. Huntington, The Clash of Civilizations? (DD)

READ: Richard Spencer, “Interview with Europe Maxima”

READ: Southern Poverty Law Center, websites on Alt-Right and White Nationalism

## VII. Antifascism

### Thursday, July 30

READ: Mark Bray, Antifa: The Anti-fascist Handbook, Introduction and Chapter Three

LISTEN (optional): NPR, On the Media, “For Antifa, Not ALL Speech Should Be Free”

### Friday, July 31

READ: Mark Bray, Antifa: The Anti-fascist Handbook, Chapters Four and Five

READ: Slate Magazine, “PayPal Banned the Proud Boys and Three Antifa Groups”

## VIII. Feminism

### Monday, August 3 – Liberal Feminism

READ: Elizabeth Diggs, “What is the Women’s Movement?”

READ: Betty Friedan, “Our Revolution is Unique” (DD)

WATCH: (optional): *She’s Beautiful When She’s Angry*

### Tuesday, August 4 – Radical, Socialist, and Anti-Racist Feminisms

READ: Shulamith Firestone, “The Dialectic of Sex”

READ: Audre Lorde, “Age, Race, Class, & Sex” (DD)

LISTEN: NPR, *Code Switch*, “What Does ‘Hood Feminism’ Mean For a Pandemic?”

## IX. Anti-Racism

### Wednesday, August 5 – Black Lives Matter

READ: Keeanga-Yamahtta Taylor, From #BlackLivesMatter to Black Liberation, Introduction and Chapter 6

### Thursday, August 6 – Black Liberation

READ: Keeanga-Yamahtta Taylor, From #BlackLivesMatter to Black Liberation, Chapter 7

### Friday, August 7 – Prison Abolition

READ: *The Marshall Project,* Ruth Wilson Gilmore and James Kilgore, “The Case for Abolition”

READ: NPR, *Code Switch*, “How Much Do We Need the Police?”

 LISTEN (optional): NYT, *The Daily,* “The Case for Defunding the Police”

 WATCH (optional): *13th* by Ava DuVernay

### **Friday, August 7 – Final Exam/Final Paper Due by MIDNIGHT MST**

# **Assignments**

## Quizzes – 10 percent

Before all class meetings, excepting designated days, there are assigned readings. As completion of such readings is imperative to the productivity and utility of this course, students will be expected to complete a short quiz by coming to class. Quizzes will be conducted on Canvas. They will **be released every Monday, Tuesday, Wednesday, Thursday, and Sunday at 12:00 p.m. and must be completed by 12:30 p.m. the following day, i.e. before class**. These quizzes are meant to check reading comprehension and encourage students to keep up with the material. I will be dropping the three lowest quiz scores. Quizzes will be 2-3 questions long, and a mixture of short answer and multiple-choice questions. All quizzes will be open book.

## Participation – 15 percent

Attending and participating in class is extremely important. Attendance and active participation in class discussions is worth 15 percent of your final grade. Students will have three options for participating in the course. Students only need to do one of these options, four times per week, for full participation points **in addition to class attendance**. Participation grades will be updated on a weekly basis.

**Discussion**

Via the discussion board on Canvas students will have the opportunity to interact with one another (and me) concerning the course material. Such interactions might include posting questions, commentary, or news articles are related to the course material. As the instructor, I will also be posting news articles, podcasts, and other items to encourage students to think through the application of the material and engage with their classmates. I will also post questions similar to those I ask in class and send via email before class.

**Office Hours**

For participation, students can discuss the material with me, talk about problems they experience, pose ideas they have, etc., in office hours.

**In-Class Participation**

Students participate in class via answering questions, posing questions, and participating in class discussions.

## Exams/Essays – 75 percent

Students will have three exams or essays during the semester (including the final exam/essay). Students will have the ability to choose to write an essay or take an exam.

Exams will be short-answer and study guides will be provided. They will focus on the key concepts and terms from the course. Students will be expected to identify the author, define the term, and explain its significance in a manner that demonstrates critical thinking. Further information will be provided in the week leading up to the exam.

If students choose to write an essay, they will choose from a series of prompts provided by the instructor. Papers will be approximately 1000-2000 words in length, with precise information specified by the instructor and the essay guidelines. Additional instructions will be provided prior to the assignment’s due date.

**All essays are due at 12:45 p.m. on the day of the exam. If you choose to turn in an essay, you do not need to attend class the day of the exam.**

# **Course Policies**

**Attendance, Health, and Childcare/Care-giver Policies**

Students **may miss up to three classes without providing an explanation, excuse, or documentation from a healthcare professional**. For various reasons, students experience life disruptions, and for this reason, it may be more appropriate for a student to miss class that day. However, students who experience extraordinary life disruptions – prolonged sickness, sudden changes in family situation, etc. – should speak with instructor about how to best meet the class requirements. Students should seek additional support from the university whenever they feel it may be warranted, including CAPS, Student Support and Case Management, Legal Services, and a host of other resources. For additional information, please see the instructor and/or visit this website.

Students who are responsible for childcare or other extenuating care-giving duties are permitted to bring their children or charges to class (in this case, Zoom!). Parents and caregivers are expected to be responsible for the children or charges and communicate appropriate classroom behavior to them. While parents and care-givers should make every effort to find third-party care for the child or charge (this is to your benefit as well as the benefit of your classmates), however, this is not always possible. In this case, the student should contact the instructor as soon as possible to notify them of the child or charge’s presence. Any student wishing to bring a child or charge repeatedly (not just for one class) is required to speak with the instructor.

##### **In-Class Expectations**

* Arrive to class on time. Persistent tardiness will negatively affect participation grades.
* Turn off and put away your cell phone.
* Have your Zoom camera turned on during class. If this poses an issue, please contact the instructor.
* Everyone deserves to be treated with respect, regardless of their identity or views. This doesn’t mean you must agree with their views or even respect these views, but you must respect their right to hold these views.
* You can express political views, but be prepared to be challenged.
* Challenging and engaging someone’s views means striving to understand why they embrace this perspective. Do not dismiss, interrupt, disrespect, or demean others’ ways of believing.

##### **Late Assignments**

* **Any work submitted late will be subject to a 10 percent reduction off of the original grade for every 24 hours of lateness.**
* **No work that is submitted more than 72 hours after the due date will be accepted**.

Assignments may be accepted late for full credit in two cases: in the event of extraordinary circumstances and with prior approval by the professor, OR in the event of documented personal, family, or medical emergencies.

**Grade Appeals**

Students who wish to appeal a grade may submit an appeal no earlier than 24 hours after receiving the grade and no later than 7 days after receiving the grade. Appeals must by submitted in writing, outlining the student’s concerns and providing a detailed response as to why the student believes the grade is unfair or incorrect. However, in all cases of grade appeal, the instructor reserves the right to raise, maintain, lower the grade after review.

##### **Accommodation for Disabilities**

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](http://www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) under the Students tab on the Disability Services website.

##### **Classroom Behavior**

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](http://www.colorado.edu/osccr/).

**Honor Code**
All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](https://www.colorado.edu/osccr/honor-code%22%20%5Ct%20%22_blank).

##### **Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation**

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](https://cuboulder.qualtrics.com/jfe/form/SV_0PnqVK4kkIJIZnf), and the campus resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/). Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

##### **Religious Holidays**

Extraordinary circumstances include a conflict due to religious observances. [Campus policy regarding religious observances](http://www.colorado.edu/policies/fac_relig.html) requires that instructors make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. In this class, you must notify me of any such conflicts *by the end of the first week of classes* so we can work out alternatives.

*\**My deepest thanks and appreciate to Professor Michaele Ferguson for allowing me to use and adjust her course design and syllabus.