

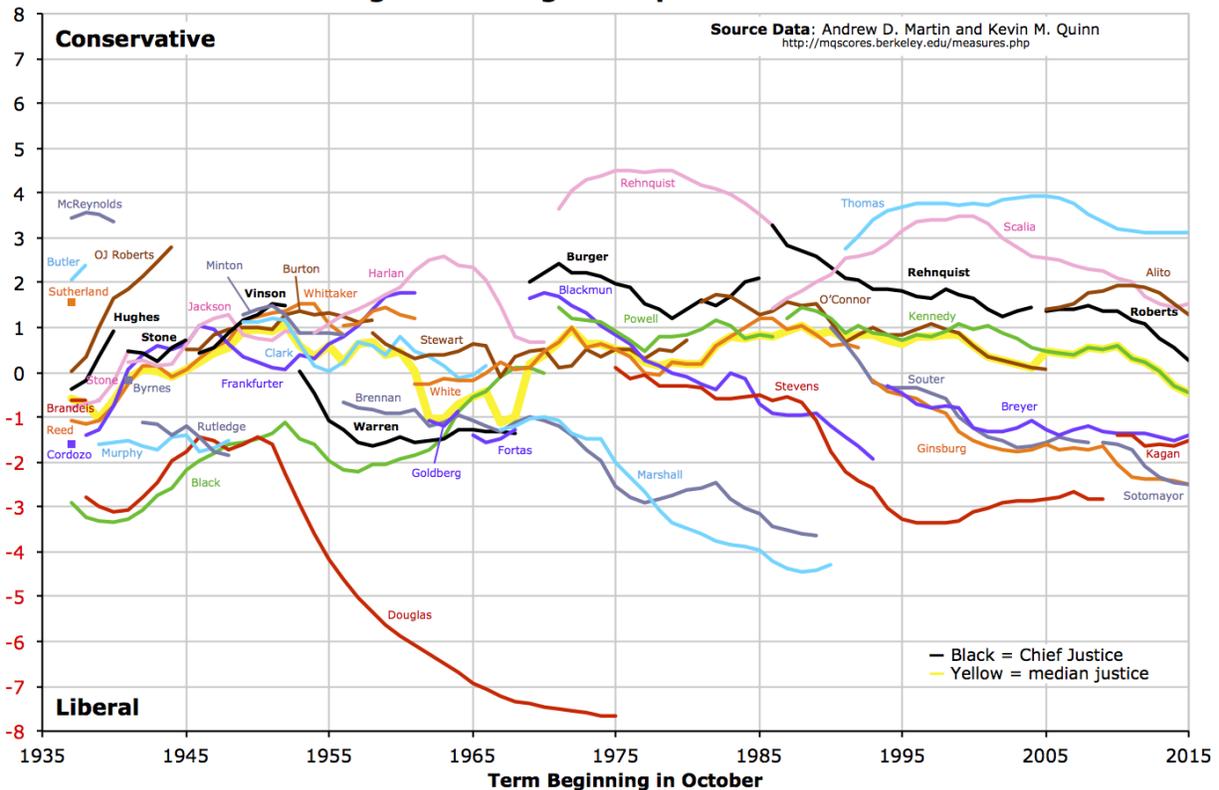
## POLS 4730/5730 Seminar: Contemporary Political Ideologies

Monday 4:15-7 pm

Dr. Wynne Moskop, [wynne.moskop@slu.edu](mailto:wynne.moskop@slu.edu)

Office hours: T 11-12:30, 2-3; R 11-12:30;  
& by appointment  
McGannon 136

### Ideological Leanings of Supreme Court Justices



### Course Description

**“The study of ideologies explores actually existing forms of political thought—whether present or past”** (Michael Freeden). These forms include familiar “isms”—such as liberalism, conservatism, socialism, fascism, nationalism, feminism, ecologism—newer ideologies such as neoliberalism and globalism, and contemporary social movements whose status as ideology is still debated. Among these are Occupy, religious fundamentalism, populist movements in the U.S. and elsewhere, and Black Lives Matter.

This course will acquaint students with major ideological trends of the last 150 years. Students examine selected ideologies through writings of influential political thinkers and representations in policy debates, law, and popular culture. We consider these questions:

- What are ideologies, and how do they operate in everyday life?
- How does ideology influence politics and public policy debates?

- Why is the study of ideologies important for us as participants in politics and policy debates and as citizens who work for justice in our communities and around the world?

### Our goals are:

#### 1. To clarify the values, practices, and institutions that selected ideologies promote.

We make these explicit by examining each ideology as a political theory, that is, as a system of thought—a more-or-less coherent lens through which persons view the world in order to digest information and direct action. In sum, the first goal of the course is to understand how the world looks through, and is shaped by, for example, a liberal, a Marxist, a feminist, a neoliberal, or a populist lens.

#### 2. To understand who is served, or what interests are served, by particular ideologies.

For every ideology, we ask: Given X kinds of practices and institutions, who wins? Who loses?

#### 3. To become aware that definitions of ideology and particular approaches to studying ideology are themselves ideological, meaning that they have ramifications for who has power and who does not, who wins or loses.

At the end of the semester, students demonstrate how well they have met these goals by designing their own research projects that investigate some aspect of ideology and by offering helpful critiques of their classmates' projects. **Thus, in addition to the substantive goals above, the course aims to enhance particular skills.**

#### Students are expected to:

1. develop their own research projects
2. present coherent, well-supported arguments—in oral and written form
3. assess the advantages and disadvantages of different scholarly arguments and evidence.

#### This course is helpful in achieving all Learning Outcomes for the Political Science MA degree:

1. Students will be able to explain how political systems operate within the context of their chosen MA concentrations.
2. Students will be able to compare competing theoretical explanations and produce a comprehensive review of the scholarly literature in their chosen field of study.
3. Students will be able to design original research and seminar projects that investigate political processes with appropriate methodologies and contribute to ongoing scholarly debates.
4. Students will be able to present the results of their research in public forums and justify their methodological choices.
5. Students will be able to analyze the values that inform political institutions, behavior, and policies.
6. Students will be able to demonstrate honest and ethical research practices.

In this course, how well students achieve learning outcomes 2, 3, 4, 5, and 6 will be assessed via their final projects for the course. Outcomes 1 and 5 will be assessed through performance in class discussions.

### Readings

These texts are available in the campus bookstore.

Nancy Love, *Understanding Dogmas and Dreams: A Text*, Second Edition (CQ Press, 2006).

Nancy Love, ed, *Dogmas and Dreams: A Reader in Modern Political Ideologies*, Fourth Edition, (CQ Press, 2011).

Other reading assignments, listed on the schedule below, are available online, on electronic reserve in Pius Library (ERes), or from the instructor. **The password for electronic reserve for this course is *Ideologies*.**

### Format and Assignments

Because the goal of this course to give students the tools to analyze problems and issues related to political ideologies, as well as to gain in-depth knowledge of some specific ideologies, the class format emphasizes opportunities for students to do their own analyses through class discussions and presentations, short essays, and a final project. There are no exams, though there may be pop quizzes on the readings if that seems to be needed. The class format is a structured discussion, supplemented by individual and group presentations.

The first two weeks are devoted to defining ideology and illustrating how scholars study ideologies. In the next six weeks, we take an in-depth look at selected ideologies. Readings about specific ideologies include primary sources that explicate the core ideas of that ideology and problem-oriented investigations pertaining to that ideology. Each week, individuals and groups will be asked to present selected assigned or recommended readings to the class. Students are expected to take notes on readings and, each week, to post a one-page reflection paper (see detail below). Before mid-semester, students will turn in a 2000-word essay that compares two ideologies.

In the final segment of the course, students focus on developing their individual research projects. For POLS 473 students, the final project may be either a research design or a research paper. For POLS 573 students, the final project is a research paper. In addition to presenting their own projects, students will give formal critiques of their classmates' projects, with the goals of helping to improve each other's projects and improving their own critical facility.

The course satisfies: 1) a senior seminar requirement for the POLS major, 2) the political theory requirement for the POLS MA Concentration in International Affairs, and 3) the political theory requirement for the POLS MA Concentration in Public Policy and Administration. Students who are earning a WGS graduate minor may arrange with WGS to count this course toward the minor if they choose a project on feminism.

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Each student is required to turn in three one-page (single-spaced, 12 pt font) reflection essays on assigned readings before spring break. These essays should be posted on Blackboard. Ideally you will be able to use these reflection essays to develop your own interests and began to focus on a topic for your semester project. It will be helpful to you to think of these as entries in a journal you are using to develop your ideas.

At mid-semester, students will turn in a 1200 word essay that compares two ideologies.

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### **Other requirements and assignments**

- Because class meets only once a week and classes are cumulative, students are expected to attend every class and to take responsibility for acquiring the knowledge and analytical skills needed to complete the final project. Taking responsibility for digesting each week's assignments is key to success in this class.
- I am available to talk with you about any assignment, concerns, or questions. If you cannot come by during my office hours, please do not hesitate to email to arrange a specific time that works better for you.
- Specific assignments for each week will be posted on Blackboard or emailed to students' SLU email addresses. Students are responsible for checking email and Blackboard. If you have difficulty locating a reading or understanding an assignment, it is your responsibility to let me know well before the class in which the assignment is due.
- Class discussions will assume your complete familiarity with the relevant assignment from Nancy Love's textbook, *Understanding Dogmas and Dreams*, which introduces the origin/context/evolution of each of the ideologies we study. You will be expected to integrate this material into the discussion where appropriate. Discussions will center on primary source readings and on contemporary scholarship related to ideologies.
- Students are expected to take notes on reading assignments. Notes should contain the main points of the reading and enough illustration to help you understand and remember the author's argument. Reading assignments each week are 80-100 pages.
- For most class assignments, I will provide study questions. One or more of these may serve as a basis for a reflection essay. This is up to you.
- *A student who is ill or must miss class for some other very good reason is expected to demonstrate understanding of the readings for that session by submitting an outline of every assigned reading. These make-up assignments are due before the next class meeting unless you make other arrangements with me. Because every class is a step toward what you need to know for your final project, and because the value of the whole seminar depends on conscientious participation by all members of the group, students who do not submit the make-up assignment for a missed class cannot expect to get credit for class participation for that date.*
- At the end of the course, students will be asked to complete a self-evaluation on each component of the course, e.g. class discussion, reports, project, etc.

## Grading

Grades are determined as follows:

- Class participation (including attendance, discussion, occasional written responses to study questions, presentation of assigned readings or extra articles, 3 short reflection essays on reading assignments due before spring break, and assigned critique of classmate's final project) - 30%
- Mid-semester essay comparing two ideologies – 20%
- Final project – 50%. Developmental stages/components of final research project count for 10% of this grade, and the final project counts for 40%. Projects are developed in stages so that folks do not get behind (abstract/first 5 pages/rough draft/oral powerpoint presentation). If your work at a particular stage or on a particular component does not meet posted criteria, you probably will not need me to tell you; but I will ☐.

Every component of the course must be completed to earn credit for the course. One may not choose not to do one of them. Earning a failing grade on any component is the equivalent of not doing it. However, there is no reason for a student who has prepared adequately to fail.

Grading Scale:

Midterm and final grades will be reported in terms of the College of Arts and Sciences grading scale: A=4.0, A-=3.7, B+=3.3, B=3.0, B-=2.7, C+=2.3, C=2.0, C-=1.7, D=1.0, F=0.0. However, grades given on assignments are up to individual professors.

### Library services

I encourage you to take advantage of the expertise of Ms. Rebecca Hyde, who is the reference librarian at Pius Library who helps political science students and faculty. Our class will meet with her on February 19, but she invites your questions and requests for assistance at any time. You can reach her at [rhyde1@slu.edu](mailto:rhyde1@slu.edu) or [314-977-3106](tel:314-977-3106). Ms Hyde's research guide for political science can be found at <http://libguides.slu.edu/polisci>.

### Academic Integrity Syllabus Statement

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website: <https://www.slu.edu/the-office-of-the-provost/academic-affairs-policies>

Additionally, each SLU college, school and center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the dean/director of the college, school or center in which your program is housed.

Specific College of Arts and Sciences Academic Honesty Policies and Procedures may be found [here](#).

### Title IX Syllabus Statement

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University.

If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; [anna.kratky@slu.edu](mailto:anna.kratky@slu.edu); 314-977-3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. View SLU's [sexual misconduct](#) policy.

### Student Success Center Syllabi Statement

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic related services, and is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center.

### Disability Services Academic Accommodations Syllabus Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Services to discuss accommodation requests and eligibility requirements.

Please contact Disability Services, located within the Student Success Center, at [disability\\_services@slu.edu](mailto:disability_services@slu.edu) or 314-977-3484 to schedule an appointment. Confidentiality will be observed in all inquiries.

Once approved, information about academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

### Tentative Schedule

*While assignments for the first half of the course are already determined, the particular ideologies we study after that will depend on needs and interests of students in the class. For now, they are "TBA." After the first 2-3 classes, we will decide the topics of TBA sessions, and I will select and post reading assignments and study questions.*

*Detailed reading assignments, study questions, etc, are posted on Blackboard for every class session. Students are responsible for checking Blackboard well in advance of when assignments are due and notifying the instructor of any difficulty locating readings or understanding the assignment. No one should arrive in class unprepared with the excuse that reading assignments were hard to locate or not available.*

January 22 Introduction, Part 1: Seeing Ideologies in institutions and practices

1. View video clips of Anita Hill and Clarence Thomas at [http://faculty.uml.edu/sgallagher/anita\\_hill.htm](http://faculty.uml.edu/sgallagher/anita_hill.htm) and <http://faculty.uml.edu/sgallagher/Thomaslynching.htm>.
2. Annys Shin and Libby Casey, "Anita Hill and her 1991 Congressional defenders to Joe Biden: You were part of the problem," *Washington Post*, November 22, 2017. [https://www.washingtonpost.com/lifestyle/magazine/anita-hill-and-her-1991-congressional-defenders-to-joe-biden-you-were-part-of-the-problem/2017/11/21/2303ba8a-ce69-11e7-a1a3-0d1e45a6de3d\\_story.html?utm\\_term=.43cef7e29019](https://www.washingtonpost.com/lifestyle/magazine/anita-hill-and-her-1991-congressional-defenders-to-joe-biden-you-were-part-of-the-problem/2017/11/21/2303ba8a-ce69-11e7-a1a3-0d1e45a6de3d_story.html?utm_term=.43cef7e29019),
3. Wahneema Lubiano, "Black Ladies, Welfare Queens, and State Minstrels: Ideological Warfare by Narrative Means," in *Race-ing Justice, En-gendering Power*, ed. Toni Morrison, 323-363. (BlackBoard)
4. The Moynihan report (1965), ch. 4, "The Tangle of Pathology," <http://www.blackpast.org/primary/moynihan-report-1965>

5. Antonio Gramsci, "Hegemony, Intellectuals, and the State"; also (included in the same pdf) Tony Bennett, "Popular Culture and the 'Turn to Gramsci,'" both taken from *Cultural Theory and Popular Culture*, ed. John Storey, 210-223. (Blackboard)

January 29 Introduction, Part 2: Defining and studying ideologies

1. Nancy Love, Ch 1 "The End of Ideology—Again?" in *Understanding Dogmas and Dreams*, 1-18.
2. Benjamin Barber, "Jihad vs McWorld," in *Dogmas and Dreams* reader, 772-784.
3. Karl Marx, The German Ideology, excerpt on "Ruling Class and Ruling Ideas," <http://www.marxists.org/archive/marx/works/1845/german-ideology/ch01b.htm#b3>.
4. Louis Althusser, *Ideology and Ideological State Apparatuses*, <http://www.marxists.org/reference/archive/althusser/1970/ideology.htm>. Read these sections:
  - ["The State Ideological Apparatuses"](#)
  - ["On the Reproduction of the Relations of Production"](#)
  - ["On Ideology"](#)
  - ["Ideology has no history"](#)
  - ["Ideology is a representation of the Imaginary representation of individuals to their real conditions of existence"](#)
  - ["Ideology interpellates individuals as subjects"](#)
5. Elements of a research design, posted on blackboard
6. Janice Peck, "The Secret of Her Success: Oprah Winfrey and the Seductions of Self-Transformation," *Journal of Communication Inquiry*, 2010, 34(1): 7-14. (assigned reading for all; two students will present a report.

February 5 Classical liberalism

- Love, Ch. 2 "Liberalism," 21-51,
- In *Dogma and Dreams* reader:
  - Locke, *Treatise of Civil Government*
  - Madison, Hamilton, Jay, *The Federalist Papers*, #'s 10 & 51
  - Mill, *On Liberty*
  - Thomas Hill Green, "Lecture on Liberal Legislation and Freedom of Contract"
  - Isaac Kramnick, "Equal Opportunity and the 'Race of Life'"

February 12 Contemporary forms of Liberalism. Start Marxism.

1. Identity liberalism:
  - *Utah v Strieff* (2016): Read Syllabus, Thomas's Opinion for the Court, and Sotomayor's dissent, [https://www.supremecourt.gov/opinions/15pdf/14-1373\\_83i7.pdf](https://www.supremecourt.gov/opinions/15pdf/14-1373_83i7.pdf)
  - Mark Lilla, "The End of Identity Liberalism," *New York Times*, Sunday Review, November 18, 2016.
2. Neoliberalism:
  - Stephen Metcalf, "Neoliberalism: The Idea that Swallowed the World," *The Guardian*, August 18, 2017, <https://www.theguardian.com/news/2017/aug/18/neoliberalism-the-idea-that-changed-the-world>
  - Joan Tronto, "Can Markets Be Caring," Ch 5 in *Caring Democracy* (2013), 114-136. Blackboard.
3. Socialism and Marxism
  - Love, Ch 4, "Socialism," 79-106

- In *Dogma and Dreams* reader:  
Marx, "Estranged Labor," from *Economic and Philosophical Manuscripts*, from Economic and Philosophical Manuscripts

February 19 Class meets in Pius Library, lower level, with Rebecca Hyde; Marxism and Socialism

Meet in Pius Library, LL7. Come prepared with questions about your research interests. For the second half of class, we'll return to our discussion of Socialism and Marxism.

- In *Dogmas and Dreams Reader*:  
Marx and Engels, *The Communist Manifesto*, 291-309, 314-318  
V. I. Lenin, *State and Revolution*, 319-333  
Tom Hayden and Dick Flacks, "The Port Huron Statement at 40," 339-352  
Heidi Hartman, "The Unhappy Marriage of Marxism and Feminism: Toward a More Progressive Union," 526-545
- Michael Shuman, "Marx's Revenge: How Class Struggle is shaping the world,"  
<http://business.time.com/2013/03/25/marxs-revenge-how-class-struggle-is-shaping-the-world/>

February 26 Feminism. Essay comparing two ideologies due.

- Love, Ch 7, "Feminism," 167-194
- In *Dogmas and Dreams* reader:  
Mary Wollstonecraft, "Vindication of the Rights of Woman," 495-502  
Betty Friedan, "Our Revolution is Unique," 503-510  
Audre Lorde, "Age, Race, Class, and Sex: Women Redefining Difference," 546-554  
Chandra Talpade Mohanty, "Under Western Eyes Revisited: Feminist Solidarity through Anticapitalist Struggles," 597-617
- Kimberly Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color," *Eres*
- Nancy Hartsock, "The Feminist Standpoint: Toward a Specifically Feminist Historical Materialism," *Eres*

March 5 Conservatism; **Project title, research question, and one-page abstract due**

- Love, Ch 3 "Conservatism"
- In *Dogmas and Dreams* reader:  
Michael Oakeshott, "On Being Conservative," 147-170  
Edmund Burke, *Reflections on the Revolution in France* (excerpt), 171-185.  
Irving Kristol, "The Neoconservative Persuasion: What it was, and what it is," 224-229  
Bloom, "The Democratization of the University"

Part of this class will be reserved for a discussion of literature review and research design

March 12-19 Spring Break

March 19 Contemporary movement ideologies, readings TBA

March 26 Contemporary movement ideologies, readings TBA. **Project introduction and literature review due.**

April 2 Graduate class session on individual research papers, 5 pm. Class is optional for undergraduates.

No additional readings. This week is for writing and individual meetings with instructor about projects.

April 9 Atlas week open class, ideology readings TBA, presentations on selected ideologies.

**Friday, April 13. First draft of final project due, 6 pm**

April 16 Oral presentations and critiques

April 23 Oral presentations and critiques

April 30 Oral presentations and critiques

May 7 Final projects due