

**POS 210  
Intro to Political Ideologies  
Spring 2009**

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**"The ideas of economists and political philosophers both when they are right and when they are wrong are more powerful than is commonly understood. Indeed the world is ruled by little else. Practical men, who believe themselves to be exempt from any intellectual influences, are usually the slave of some defunct economist. ... I am sure the power of vested interests is vastly exaggerated compared to the gradual encroachment of ideas ... it is ideas, not vested interests, which are dangerous for good or evil." John Maynard Keynes**

### **Course Objectives:**

Ideas have consequences. Some have gone so far as to argue that political history can be most meaningfully analyzed as a monumental struggle between opposing ideas and ideals concerning the most appropriate manner to organize human societies. This semester we are going to learn to distinguish between the following contemporary ideologies: classical liberalism, reform liberalism, democratic socialism, traditional conservatism, individualist conservatism, marxism, leninism, fascism and fundamentalist islam. We will discover that "ideologies" are meaningfully different. They are based on often radically different assumptions about: 1) human nature, 2) the problems and possibilities inherent in human interactions and community, 3) the question of what constitutes morally legitimate political authority, 4) and the question of what is the most appropriate relationship between those who wield political power and the rest of us in society.

### **Required Texts:**

Ideology and Political Life, Hoover, Johnson, Miles and Weir  
The Philosophic Roots of Modern Ideology: Liberalism, Communism, Fascism, Islam, Ingersoll, Matthews, Davidson

### **Office Hours:**

GCC: M,W,F 9-10 and T,R 10-11 or by appointment.

## **Course Policies:**

If there is any class in which I should make attendance mandatory, this should be it. However, in all my classes it is my policy to take roll only during the first 45 days as required by the State. During this period I will drop anyone who misses more than 3 classes without notifying me as to your intention to stay in the class. After the 45<sup>th</sup> day, I will no longer take roll or withdraw students for nonattendance. Nonetheless, both empirical research and my experience teaching at the University of Toronto, Arizona State and GCC indicate that there is a very strong connection between regular attendance and academic success (regular class attendance will enhance your participation grade. Be smart!

It will be possible to earn 400 points in this class. There will be a take home midterm exam worth 100 points, a comprehensive final worth 100 points, there will be two 25-point homework assignments, there will be a 100-point essay and each student can earn up to 50 points for attendance/classroom participation. It will take 340 points to earn an A (85%), 290 to earn a B (72.5%) 240 to earn a C (60%) and 200 to earn a D (50%).

## **Semester Reading Assignments and Exam Schedule:**

### **UNIT 1**

January 20-27: Hoover et.al: Chap 1 plus Ingersoll et.al: Chap1

January 29-February 5: Hoover et.al: Chap 2 plus Ingersoll et.al: Chap 2

February 10-19: Hoover et.al: Chap 3 & 4 plus Ingersoll et.al: Chap 3

February 24-March 12: Hoover et.al: Chap 5 and 7 plus Ingersoll et.al: Chapter 4

Take home midterm due: March 24.

### **UNIT 2**

March 24-April 2: Hoover et.al: Chap 6 plus Ingersoll et.al: Chap 5

April 7-April 16: Ingersoll et.al: Chapters 6 & 7

Semester essay due: April 16

April 21-May 7: Hoover et.al: Chap 8 plus Ingersoll et.al: Chapters 9, 10 & 11

Take home final exam due: May 7

**POS 210**  
**Homework #1**  
**Due 2/12/2009**

Using information from the appropriate text, answer the following questions. I would encourage you to quote from the textbook when you feel it is appropriate. Each question is worth five points. Your homework is to be word-processed. (12-point type and double-spaced) There will be a 5-point penalty for any homework that is submitted late.

1. What is Plato's allegory of the cave and how does Ingersoll et.al. use this idea in their introductory chapter?
2. At this point in the semester how would you characterize "the human condition"? Do you perceive there to be a common human nature. Explain.
3. Discuss the importance of individualism in the evolution of classical liberalism.
4. Describe the classical liberal image of the ideal political life.
5. Compare and contrast the views of Hobbes and Locke regarding life in the state of nature.

**POS 210**  
**Dr. Lamkin**  
**Due: 4/16/2009**

**Essay Assignment**  
**Spring 2009**

Your writing assignment for the semester will be based on your reading and discussing the chapter of Dostoevsky's The Brothers Karamazov entitled "The Grand Inquisitor". For those of you who do not own a copy of this famous 19<sup>th</sup> century novel, a copy has been placed on reserve at the GCC Library and it is also possible to find this specific chapter online. Although I believe that all of you should own a copy of novel, I realize that my passion for Dostoevsky's work is not universally shared. Thus, for all of you who decide not to acquire a personal copy of The Brothers Karamazov, it will be relatively easy for anyone to acquire the necessary reading.

Although it is embedded within perhaps the greatest Russian novel of the 19<sup>th</sup> century, "The Grand Inquisitor" can be read as a stand alone political parable or mythic debate about the optimal relationship between individual freedom and governmental authority in an ideal political system. Your assignment is to write a 4 to 10 page summary/analysis of this parable. At a minimum your essay should provide a well-organized summary of "The Grand Inquisitor". I expect all essays to be grammatically sound and carefully edited.

This assignment is worth 100 points. It is due April 16. There will be 10-point penalty assessed to all late essays.