



**Faculty of Social Sciences
Department of Political Science**

1P96: Political Theory Through Film and Literature

“What SciFi and Horror can tell us about Political Ideology”

Winter 2022 (Endless Pandemic Edition)

Fridays 1:00 – 3:00 p.m.

Online (for January)

TH 325 (February, hopefully)

Professor: Stefan Dolgert

<https://brocku.academia.edu/StefanDolgert>

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Office Hours: Fridays online 10:00 am – 12:00 p.m., by appointment

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Teaching Assistants:

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Seminars

POLI	1P96	3	SEM 1	1	F	1600-1700 PLZ308	Sam Mahboob
POLI	1P96	3	SEM 2	1	R	1600-1700 MCC404	Elshaday Yilma
POLI	1P96	3	SEM 3	1	W	1500-1600 PLZ311	Jonathan Potter
POLI	1P96	3	SEM 4	1	W	1300-1400 PLZ411	Jonathan Potter
POLI	1P96	3	SEM 5	1	T	1400-1500 PLZ411	Tristan Griffiths
POLI	1P96	3	SEM 6	1	M	1700-1800 MCC403	Sam Mahboob
POLI	1P96	3	SEM 7	1	T	1500-1600 PLZ411	Tristan Griffiths
POLI	1P96	3	SEM 8	1	R	1500-1600 MCA323	Elshaday Yilma

Just who do you think you are (politically speaking)? Do you long for the People's Revolution? Are you instead looking to be "sponsored" on Youtube.com etc. (years ago this was called "selling out") as quickly as possible? Perhaps you long for the quiet charms of the life of the traditional family? Or instead you may find your heart stirred, when you hear politicians who call for reverence for "blood and country"... Are you, alternatively passionate about social justice for women and people of colour? Do you go even farther, and seek to bring about rights for animals, and perhaps even for "nature" itself? And have climate change or COVID changed how you feel about any of this?

This course is an introduction to Political Science, and more particularly the branch of that field known as Political Theory, through a tour of the most important political ideologies of the 21st century. We'll explore democracy, liberalism, conservatism, socialism, fascism, as well as a set of "liberation" ideologies spawned by the 1960s (for women, people of colour, indigenous peoples, LGBTQ persons, nonhuman animals, and nature), as a way of exploring the normative aspects of contemporary political theory. Which is a long way of saying: what visions of justice and politics animate us today? How do they shape us and our world, and in what directions do they lead people who are trying to change our world? We'll also explore a question closer to you, personally: where do you stand politically? What matters to you? What would you die for (or kill for)? It's OK if you don't know the answer to these questions yet – one of the purposes of this class is to help you find these answers.

Oh and lastly...have you ever wondered what zombies, space insects, or aliens can tell us about politics, justice, and the world? Well if so, this is the class for you. If not, that's OK. The zombies will talk to you anyway.

Course Objectives:

- 1) Students will be able to discuss the varying definitions of human nature and justice given by each major political ideology.
- 2) Students will learn to connect these definitions to the goals and obstacles faced by each ideology.

- 3) Students will then apply broader visions of justice, nature, and politics, to specific questions about the structure of contemporary political institutions and associations.
- 4) Students will be able to identify major themes related to these ideologies, in contemporary science fiction and horror films.
- 5) Students will be able to utilize the ideas and concepts of course thinkers to craft their own political ideology.

Texts:

1) *Ideals and Ideologies, A Reader* (Eleventh Edition). Terence Ball, Richard Dagger, and Daniel O'Neill

<https://www.routledge.com/Ideals-and-Ideologies-A-Reader/Ball-Dagger-ONeill-Dagger-ONeill/p/book/9780367235055>

Films (these to be watched OUTSIDE of class, either streamed or available through the Library Reserve):

- 1) V for Vendetta (Brock Library)
- 2) 28 Days Later (Brock Library, also Disney +)
- 3) They Live (Netflix)
- 4) Get Out (\$4.99 rental, YouTube, GooglePlay)
- 5) Hot Fuzz (Brock Library)
- 6) Animal Farm (see below)
- 7) Starship Troopers (Netflix)
- 8) The Descent (Brock Library)
- 9) Princess Mononoke (Netflix)

V for Vendetta

<https://media3-criterionpic-com.proxy.library.brocku.ca/htbin/wwform/006/wwk770?t=W200547>

28 Days Later

<https://media3-criterionpic-com.proxy.library.brocku.ca/htbin/wwform/006?T=F30275>

The Descent

<https://media3-criterionpic-com.proxy.library.brocku.ca/display/006/wwk770?t=CF0750>

Hot Fuzz

<https://media3-criterionpic-com.proxy.library.brocku.ca/htbin/wwform/006?T=AL099441>

Animal Farm

https://www.youtube.com/watch?v=Q_r_z66yQoI

Questions to keep in mind, as you watch each movie: 1) How does the plot of the movie relate to a key political concept from the Textbook readings for that theme (say:

Liberalism and “They Live”)? 2) How is the movie showing us something about the way that ideology (Liberalism, Conservatism, etc.) actually affects the lives of ordinary people? 3) Can you see different ideologies represented in different characters? 4) Does the movie endorse or criticize the elements of the ideology it depicts? 5) How is watching a movie about Liberalism (or Socialism, etc.) different from reading a philosophical argument about that same ideology?

Class Style:

This class will be conducted as a mixture of lecture and discussion-intensive seminar. This seminars will also utilize a number of different methods in presenting the materials, including simulations, semi-formal debates, role-play, and short excerpts from contemporary films. Please come prepared to discuss the materials each day, and this means arguing about them in a thoughtful manner with your instructor and fellow classmates. These discussions should be respectful of others’ views, but in no way does that suggest that we paper over our differences with others. We will learn from each other precisely to the extent that we can figure out exactly how much we disagree with one another.

Assignments:

Seminar Participation: 20%

Midterm: 15% (Take-home, due February 18) The instructor will distribute questions in advance.

Paper: 25% (5 pages, due March 22). The instructor will distribute topics in advance, and essays will be submitted to Turnitin.com.

Discussion Posts (online in the Forum, via Sakai): 20% (10 postings total, 2% each)

Final Exam: 20% (Take-home, due April 24)

Extra Credit: #LYINGPROF seminar competition

Every week I will utter one falsehood (intentionally) in my lectures. Each Seminar will briefly discuss this, and submit an entry for what they believe to be the falsehood. The Seminar that guesses correctly the most during the semester gains 1% to their overall course grade. The Seminar in 2nd place gains .5%.

Discussion Postings:

Prior to each week of class BEGINNING WITH WEEK TWO, each student is required to post one item to the Forum section of Sakai at least two hours BEFORE your SEMINAR of that week (see schedule above). THERE IS NO POSTING DUE IN WEEK TWELVE. This posting is to be approximately 50-100 words (not including quote), and MUST INCLUDE A CITATION TO THE TEXT (just a brief quotation and page number is sufficient). The grade will be based on whether the posting meets these requirements – it will not be graded for content, though postings that are clearly not related to the week’s readings, or that demonstrate a lack of acquaintance with the readings, will not be counted.

Each posting should address a question to the text, or to one of the other student’s postings for that week. You may ALSO refer to the movie for that week, but you MUST

refer to the TEXTBOOK. They can take many forms, and the following are just a few examples: 1) puzzle through what the author means... e.g. “Author X seems to state that Z is the case, but I cannot understand how this argument works, since the Author also says Y. One way to resolve this seeming dilemma is to include B in the argument, which removes the contradiction; 2) argue with the author... “Author M states X and Y, both of which result in a argument that is immoral (state why) and threatens democratic legitimacy (state why). Author M’s position is of no use to us in crafting a theory of justice; 3) “Student U has posted that Author P is wrong because of K. While I agree that K is a problem, Student U does not take into account Author P’s argument J, which answers the contradictions raised by Student U”; 4) engage the film and textbook, for instance “in Film A we see how Author B’s ideas about violence actually play out, in real life, and what is wrong with those ideas...”

Hopefully these pedestrian examples will give you an idea of the flavour of the postings, but please do make your commentary livelier than what I have just written above! I expect that these postings will facilitate class discussions by placing a number of issues on the table well before the actual class session, and I will likely be responding to some of the issues raised in my lectures/group projects for the week. And the claims you put forth in these posts will likely form the basis for the arguments that you will make in your midterm, essay, and final exams...so if you want to see how good an idea you have, this is a good way to test it.

Deadline to Withdraw is Friday March 4

Last date for withdrawal without academic penalty and last day to change from credit to audit status for duration 3 courses without academic penalty.

Academic Integrity:

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another’s ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, and share your drafts during peer review and outside of class. In this course, those activities are well within the bounds of academic honesty. However, when you *use* another’s ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signalling it with a standard form of academic citation. Per university policy, YOU ALSO MAY NOT RE-USE YOUR OWN WORK, FROM PREVIOUS OR CURRENT CLASSES.

STUDENTS WHO DO NOT CITE TO THE ASSIGNED EDITIONS OF THE TEXTS WILL INCUR A PENALTY OF -30% ON THEIR ESSAYS OR POSTS.

See also the Political Science Department’s statement on academic integrity, which appears at the end of the syllabus.

Late Submission Policy:

The penalties for late submission of assigned coursework (e.g., papers, assignments, weekly reflections) are 2% per day, unless accompanied by medical documentation. See Medical Exemption Policy and the medical health certificate at <http://www.brocku.ca/health-services/policies/exemption>

Turnitin.com

Written assignments may be submitted through Turnitin.com, at the instructor's discretion. The instructor will supply links and password at the time of the assignment. If you object to uploading your assignments to Turnitin.com for any reason, please notify the instructor to discuss the matter further.

Intellectual Property Notice:

All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor's work, without the instructor's express consent, may be charged with misconduct under Brock's Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.

Academic Accommodation:

As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the university community with disabilities. If you require academic accommodations related to a documented disability to participate in this course, you are encouraged to contact the Student Wellness and Accessibility Centre (4th floor Schmon Tower, ex. 3240). You are also encouraged to discuss any accommodations with the instructor well in advance of due dates and scheduled assessments.

Academic Accommodation due to Religious Obligations:

Brock University acknowledges the pluralistic nature of the undergraduate and graduate communities such that accommodations will be made for students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event. Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor(s) for alternative dates and/or means of satisfying requirements.

Medical Exemption Policy:

The University requires that a student be medically examined in Health Services, or by an off-campus physician prior to an absence due to medical reasons from an exam, lab, test, quiz, seminar, assignment, etc. The Medical Certificate can be found at: <http://www.brocku.ca/health-services/policies/exemption>

Schedule of Readings

(readings for the FRIDAY lecture of that week should be completed BEFORE your seminar, and if there is a movie for that week please also view that beforehand):

**ALL READINGS CAN BE FOUND IN THE COURSE TEXTBOOK
(except as noted)**

Week One: WHAT ARE WE DOING HERE?

**January 14
Introductions**

Terrell Carver, “Ideology: The Career of a Concept” 1.1

Week Two: DEMOCRACY? IS THAT *REALLY* A GOOD IDEA?

MOVIE: “V for Vendetta”

January 21

Pericles, “Funeral Oration” 2.3

Aristotle, “Democratic Judgment and the ‘Middling’ Constitution” 2.4

John Adams, “What is a Republic?” 2.6

Alexis de Tocqueville, “Democracy and Equality” 2.8

**John Stuart Mill, “Democratic Participation and Political Education”
2.9**

Alexander Keyssar, “Voter Suppression, Then and Now” 2.10

**Andrew Sullivan, “Democracies End When They Are Too Democratic”
2.11**

Week Three: LIBERALISM...SECURITY, CONSENT, FREEDOM

MOVIE: “28 Days Later”

January 28

Thomas Hobbes, “The State of Nature and the Basis of Obligation” 3.13

**Thomas Paine, “Government, Rights, and the Freedom of Generations”
3.15**

“Declaration of the Rights of Man and of Citizens” 3.17
Immanuel Kant, “Freedom and Enlightenment” 3.19
John Stuart Mill, “Liberty and Individuality” 3.20

Week Four: LIBERALISM...AND CAPITALISM

Movie: “They Live”

February 4

Adam Smith, “Private Profit, Public Good” 3.18
William Graham Sumner, “According to the Fitness of Things” 3.21
Donald Allen, “Paternalism vs. Democracy: A Libertarian View” 3.26
Murray Rothbard, “Libertarian Anarchism” 3.27

Week Five: LIBERALISM...AND THE PUBLIC GOOD

February 11

T. H. Green, “Liberalism and Positive Freedom” 3.22
Lyndon B. Johnson, “‘To Fulfill These Rights’: Speech at Howard University” 3.24
Franklin D. Roosevelt, “Commonwealth Club Address (1932)” 3.23
Paul Krugman, “The Conscience of a Liberal” 3.25
Terence Ball, “A Libertarian Utopia” 3.28

Week Six: CONSERVATISM...Little Platoons and the Greater Good

Movie: “Hot Fuzz”

February 18

Edmund Burke, “Society, Reverence, and the ‘True Natural Aristocracy’” 4.29
Joseph de Maistre, “Conservatism as Reaction” 4.30
Michael Oakeshott, “On Being Conservative” 4.31
Russell Kirk, “Ten Conservative Principles” 4.32
Max Boot and David Brooks, “Conservatives Assess Trump” 4.35

Reading Week February 21 – 25

Week Seven: SOCIALIST BEGINNINGS

March 4

Karl Marx and Friedrich Engels, “The Communist Manifesto” 5.38

Karl Marx, “On the Materialist Conception of History” 5.39

Eduard Bernstein, “Evolutionary Socialism” 6.40

Week Eight: SOCIALIST DICTATORSHIP, ANARCHISM, AND DEMOCRACY

Movie: “Animal Farm”

March 11

V. I. Lenin, “Revisionism, Imperialism, and Revolution” 6.41

Leon Trotsky, “The Permanent Revolution” 6.42

Mao Zedong, “On the People’s Democratic Dictatorship” 6.43

Mikhail Bakunin, “Anarcho-Communism vs. Marxism” 6.44

Emma Goldman, “Anarchism: What it Really Stands For” 6.45

Bernie Sanders, “On Democratic Socialism in the United States” 6.47

Week Nine: FASCISM

Movie: “Starship Troopers”

March 18

Joseph-Arthur de Gobineau, “Civilization and Race” 7.48

Benito Mussolini, “The Doctrine of Fascism” 7.49

Adolf Hitler, “Nation and Race” 7.51

Robert Kagan, “This is How Fascism Comes to America” 7.52

Week Ten: LIBERATIONS I

Movie: “Get Out”

March 25

Frederick Douglass, “What to the Slave is the Fourth of July?” 8.53

Cornel West, “Race Matters” 8.54

Idle No More, <https://idlenomore.ca/about-the-movement/>

Taiaiake Alfred, “Colonial Stains on Our Existence” (provided by instructor)

Leanne Simpson, “Looking After Gdoo-naaganinaa” (provided by instructor)

Black Lives Matter, “A Vision for Black Lives...” 8.56

Marilyn Frye, “Oppression” 8.59

Week Eleven: LIBERATIONS II, and RADICAL ISLAMISM

Movie: “The Descent”

April 1

Mary Wollstonecraft, “A Vindication of the Rights of Woman” 8.57

bell hooks, “Feminism is for Everybody” 8.60

John Corvino, “Homosexuality: The Nature and Harm Arguments” 8.62

Sayyid Qutb, “Signposts Along the Road” 10.71

Ayatollah Ruhollah Khomeini, “The Necessity of Islamic Government” 10.72

Abu Bakr al-Baghdadi (ISIS), “Declaration of a Caliphate” 10.74

Week Twelve: GREEN POLITICS

Movie: “Princess Mononoke”

April 8

Peter Singer, “All Animals are Equal” 8.65

Val Plumwood, “Feminism and the Mastery of Nature” 9.68

James H. Cone, “Whose Earth Is It, Anyway?” 9.69

Leslie Paul Thiele, “Sustainability in the Age of Ecology” 9.66

Pope Francis, “Laudatio Si’: On Care for Our Common Home” 9.70

Final Exam: due April 22

DEPARTMENT OF POLITICAL SCIENCE STATEMENT ON ACADEMIC MISCONDUCT

Because academic integrity is vital to the well-being of the university community, Brock University takes academic misconduct very seriously. Academic misconduct includes plagiarism, which involves presenting the words and ideas of another person as if they were your own, and other forms of cheating, such as using crib notes during a test or fabricating data for a lab assignment. The penalties for academic misconduct can be very severe. A grade of zero may be given for the assignment or even for the course, and a second offense may result in suspension from the University. Students are urged to read the section of the Brock University Undergraduate Calendar that pertains to academic misconduct. Students are also reminded that the Student Development Centre (Schmon Tower, Room 400) offers free workshops on writing and study skills and on avoiding plagiarism.

POLICY ON LATE ESSAYS

The policy of the Department is that essays received by the instructor or deposited in the Political Science department Essay box after 4:00 p.m. or at a time designated by the instructor, of the date on which they were due will be penalized **two per cent** for each day late from Monday through Friday and **five per cent** for the period from Friday 4:00 p.m. to Monday 8:30 a.m., and that no paper will be accepted two weeks after the due date.

An essay is considered received when the **original** hard copy (printed-not disk) of the paper is in the hands of the instructor or in the box outside the Political Science Department's office. (ALL ESSAYS MUST INCLUDE A TITLE PAGE WITH THE FOLLOWING INFORMATION CLEARLY MARKED: STUDENT NUMBER, TA and INSTRUCTOR'S NAME, COURSE NAME and NUMBER).

Having an essay date-stamped by security, or the library, or anyone else does **not** constitute receipt of the essay by the Political Science Department. Instructors may require that essays be submitted electronically through turnitin.com. In this case, students must consult with the Instructor on what constitutes a late essay.

Instructors may establish more restrictive deadlines or more severe penalties in particular courses – check the course outline. Extensions of due dates are granted only in circumstances that are beyond the student's control, such as health problems that are supported by a medical certificate or other, clearly equivalent, situations.

Time management problems are not grounds for extensions. You are strongly urged to avoid these penalties by beginning to work on essays early in the term; by setting your own target dates for completion that are several days before the due date; and by carefully budgeting your time.

POLICY ON RETURNING MARKED ESSAYS

Marked essays will normally be returned during class meetings or at the final examination. Students who are not in class to receive their essays or do not receive them at the final examination can obtain them in two ways:

- ☒ directly from the instructor during his/her office hours (unless the instructor specifies in the course outline or by notice on his/her office door that this option is not available), and/or
- ☒ directly from the instructor on specific days and at specific times announced in class or posted on his/her office door.

Note: Essays that are not picked up within six months after the end of term will be shredded.

STATEMENT OF ACADEMIC INTEGRITY

Please read and sign the following statement, and submit this sheet with your paper. Your paper will not be graded until you have submitted this form.

I, the undersigned, confirm that I understand that all the following constitutes academic misconduct according to Brock University's policy on academic misconduct, which in turn is consistent with general academic practice:

Quoting someone's words without using quotation marks.

Quoting someone's words without acknowledging the source.

Citing someone else's ideas in my own words but without citing the source.

Using someone else's organization of ideas.

Allowing someone else the opportunity to borrow material from my paper (e.g., by letting them have access to my paper when they are writing their own paper).

Writing the paper for another student, or doing some of the work for them (such as, but not limited to, reading the articles for them and providing them with notes on the articles).

Allowing someone else (or paying someone else) to write part or all of my paper, or do some of the work for me. The exceptions to this are that it is acceptable to allow someone to type the paper for me or make editorial comment on it. However, if someone types the paper for me, or if I incorporate an editorial suggestion, and there are errors in the typing or the suggestion was misguided, I take full responsibility for those errors.

Submitting this work to another course without both instructors' permission.

I confirm that I have not done any of the above forms of academic misconduct.

Name (please print): _____

Signature: _____

Date: _____