

Contra Costa Community College District

SECTION V.

SABBATICAL LEAVE APPLICATION

Name Scott MacDougall		Date 1/20/2018
College Diablo Valley	Teaching field(s) Political Science	
Sabbatical leave period requested Fall 2018	Years of service in CCCCDC 25+	
<p>Have you had previous Sabbaticals? If "yes" give time period(s) and activity (activities). Yes. 2010-11. Institutional study, Travel and Professional & Creative Study</p>		
<p>Indicate type of Sabbatical program (see United Faculty Agreement, Section 12.5.6) If program can be categorized by more than one type, check where applicable.</p> <p><input type="checkbox"/> YES Travel (complete Form B)</p> <p><input type="checkbox"/> YES Professional Study and/or Creative Study (complete Form C)</p>		
<p>GENERAL SUMMARY OF SABBATICAL PROGRAM (GIVE A 100-WORD MAXIMUM STATEMENT)</p> <p>The purpose of this sabbatical is to prepare the instructor to deliver a long-needed course in political ideology. In two parts, it will remove deficiencies in the instructor's ability to teach the subject. The first part consists of directed reading of classic academic texts in Conservative, Nationalist, Fascist and Populist literature. The second part is an extended "embed" in communities where the ideologies currently enjoy broad support. The purpose of the second part is to develop direct experiences that will allow the instructor to present to students in class a three-dimensional human picture of those communities and of people whose views are very different from those of most of our students.</p>		
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Name Scott MacDougall

VALUE TO EDUCATIONAL PROGRAM

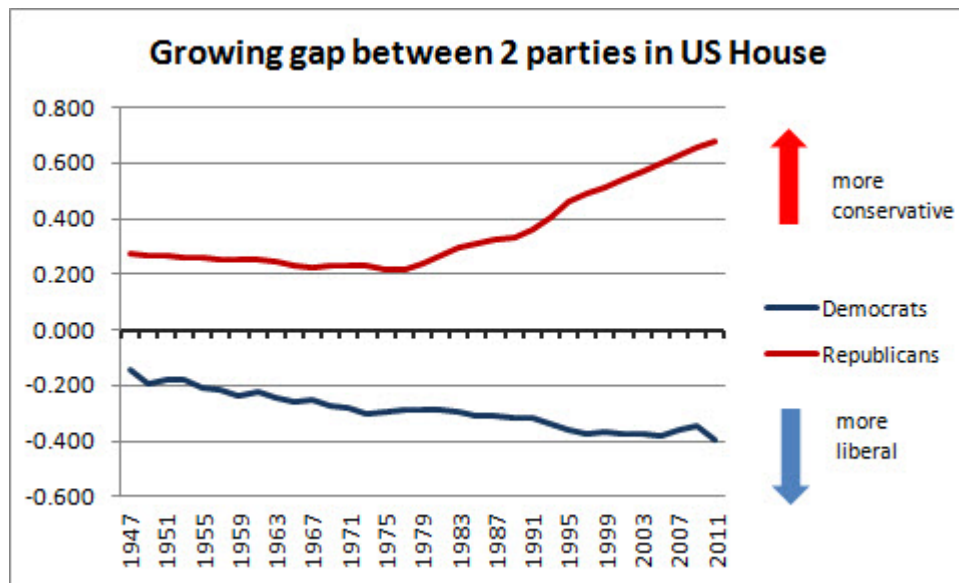
(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubrics 1, 2, 3 and 4)

Describe how the proposed sabbatical will benefit the educational program. In particular:

1. How will it benefit students, programs, or staff/colleagues?

DVC students need a course on ideology. At this moment, we do not have anyone prepared to teach it. The purpose of this sabbatical is to provide me with the tools to be able to offer that course and to fill a significant hole in our political science curriculum.

Whether we like it or not, American politics is becoming more and more ideological (figure 1).



In our blue Bay Area bubble, we understand ourselves and our neighbors. It is not hard to make sense of our political outcomes and policy preferences (same-sex marriage, DACA, etc. etc.) Understanding our more distant fellow citizens is more difficult. Yet, we are all in the same boat. Our political destinies are fused. If we are going to work out our problems we need to understand each other better. I believe that comprehending the ideological underpinnings of a person’s perspective can promote the understanding needed to cooperate. Our students, and our society need that.

At the moment, I am not prepared to deliver a curriculum that can fill the gap in DVC’s political science offerings. I teach comparative politics and I studied ideology in graduate school but in the last few years we have seen the development and growth of something new. It can somewhat accurately be described as right-wing populism though I prefer and henceforward will use the term conservative-nationalist populism.

It is not just an American phenomenon, though Donald Trump, Steve Bannon and Alabama's Roy Moore are all examples of politicians who would fit that description. In France, a conservative-nationalist populist candidate for President, Marine Le Pen of the *Front National* (FN), received more votes than both France's traditional governing parties (Socialist and Gaullist). In Germany, a five-year old political party (*Alternative für Deutschland* - AfD) received 12.6% of the vote and hence a commensurate representation in the Bundestag in the most recent elections, throwing German government coalition building into chaos.

Politics in developed western countries is changing. I have as yet not developed either an academic understanding of this phenomenon nor any direct personal experience of it. Making sense of it for our students requires both. The purpose of my proposed sabbatical project is to fill those two gaps and then to be able to deliver a new course (PS 210 Political Ideologies) when I return. The curriculum of that course has been developed. (Appendix A) It has not yet been presented to the curriculum committee because at this moment I do not believe I am adequately prepared to teach it. This sabbatical will correct those deficiencies.

And Finally: I have two purposes for the activities associated with getting to know the communities into which I will embed myself. The first is as stated, to discover how they live, what they do and how they think. I have a high degree of confidence that the activities described accomplish settlement. A second, subsidiary goal is to make strong enough connections that some of the people I meet will consent to participate in formal interviews based upon the European Values Survey (Excerpt: Appendix B). The European Values Survey (EVS) is a cross-cultural survey of a person's values. This survey has been conducted five times since 1981 and is currently being conducted in 2017/18. It provides snapshots of the subject countries as well as the ability to compare countries longitudinally over four decades. The utility of this type of study to students in comparative politics is immense. It is of interest not only what a person thinks but also why a person thinks these things. EVS sheds light on how European values differ one country to the next and also indicate how those values have changed over time.

While I would not have the resources to produce anything other than anecdotal data, I want to know how the values of supporters of conservative-nationalist populist movements compare to the values of their fellow citizens. The interviews will allow me to explore those comparisons.

Then, on my return, I intend to use the EVS with my PS 210 Ideology students as a means of enabling their own self-discovery. California students would take the survey. We will then be able to aggregate and compare the results of our California cohort, establishing generally how we think and the values that support those thoughts. We can then compare our thoughts to the results of French and German surveys and then finally compare to the results of the supporters of conservative-nationalist populist movements. It creates an opportunity to consider a fascinating and important question: Do differences in values account for differences in the ideologies people prefer and then in the policies they support? I think that is a great way to get students to consider not just the content of an ideology but its origin and consequences. I am excited at the prospect of bringing that to our students.

2. How will it enhance and/or improve your background and professional competence?

In my view, I have two deficiencies. 1) academic grounding and 2) personal experience. Academic grounding: presenting a course on ideology requires a facility for the entire span of the political spectrum. In graduate school, Soviet/East European politics was one of my fields. I studied Socialism and Marxism-Leninism. In the 1980s I was able to travel broadly in Eastern Europe. Since then, I have visited both China and Cuba.

The first element of my sabbatical will address developing a similar academic grounding in the right side of the political spectrum through extensive study of the conservative and fascist schools of political thought. I will read, produce notes, summaries and reviews of a selection from the following and similar texts:

Academic texts; Conservative, Nationalist, Fascist and Populist literature:

Mudde and Kaltwasser, *Populism*, Oxford University Press, 2017

Freedman, *Ideology*, Oxford University Press, 2003

Passmore, *Fascism*, Oxford University Press, 2014

Kirk, *The Portable Conservative Reader*, Penguin Books, 1982

Kirk, *The Conservative Mind*, Stellar Editions, 2014

Having gained a general appreciation of the conservative spectrum of political thought, the next step is to connect that to the specific thought and programs of political movements in France, Germany and "Red" America. For each I will read, produce notes, summaries and reviews of a selection from the following and similar texts

National texts, Germany, France, United States

Alternative für Deutschland: *Programm für Deutschland: Wahlprogramm der Alternative für Deutschland*, 2017

Bebnowski, D. *Die Alternative für Deutschland*, Springer VS, 2015,

Igounet, V. *Le Front National: de 1972 à nos jours. Le parti, les hommes, les idées*, Le Seuil 2014

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Front National, *Les 144 engagements présidentiels*, 2017

Vance, J. *Hillbilly Elegy: A Memoir of a Family and Culture in Crisis*, Harper 2016

Hochschild, A. *Strangers in Their Own Land: Anger and Mourning on the American Right*, The New Press 2016

This preparatory work will provide the foundation for the second element: Direct practical personal experience. In my view, there are two elements to effective teaching of political science. 1) presentation of the details of key concepts and 2) making those concepts which are often abstract come to life for students. To be frank, textbooks do an adequate job of the former. The value added by a teacher is often the latter. The second element of my sabbatical project addresses that deficiency.

I have never met a conservative-nationalist populist and never experienced their world. My sabbatical will correct that and enable me to provide invaluable examples and context for my students as they learn formal conceptual material.

Living with them: My sabbatical will enable me to spend a month in each of three communities that exhibit substantial support for their respective conservative-nationalist populist parties.

Germany: Saxony, where the AfD more than doubled its national vote, receiving 27% in the 2017

elections.

France: Provence-Alps-Cote d'Azur, where the Front National received 45% of the vote in 2015 regional elections. Perhaps the community of Frejus, where a National Front Regional office is situated.

U.S.: Alabama/Mississippi, where 2018 mid-term elections will be in full swing. Specific location to be selected depending on opportunities presented by the 2018 election cycle.

For each one, the goal is to go and to the best of my ability embed myself in a community long enough and broadly enough to get to know the people of that community. I want to listen to them and eventually be able to have conversations with them about their point of view, its origins and the policies they hope will help them build the society that they hope to have.

3. How will it relate to your ongoing professional assignment?

When I am done, it will enable me to teach a much-needed course currently absent from our Political Science curriculum. See Appendix C: Dorrie Mazzone letter of support.

4. How are the breadth and depth of the project appropriate for the sabbatical leave rather than the regular teaching year?

The specific detailed proposal (attached with Form C, page 6) requires three months absence from California and 720 hours of activity.

Name Scott MacDougall

PROPOSED OBJECTIVES AND EVIDENCE OF COMPLETION

(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubrics 5 and 6). Note that Rubric 6 regarding the "Proposed Evidence of Completion" is weighted twice that of all other rubrics.

Identify specific objectives and describe in detail the evidence that will accompany your report, which indicates that you have met each objective. The product of your approved sabbatical leave program will be subject to review by the Sabbatical Leave Committee at the time of making your final report.

Examples follow:

Institutional study

Objective: 9 units of graduate level history courses as indicated on Form A will be taken at ... University.

Evidence: (Here you would describe the transcripts, class notes, exams, class projects, etc., you would submit as evidence of completing these units.)

Travel

Objective: Travel to archeological zones in Central America.

Evidence: (Here you would describe exactly what you plan to submit to document your sabbatical leave travel.

Professional study and/or creative study

Objective: Compose a musical score or write a textbook.

Evidence: (Here you would clearly indicate the scope of the project, including the minimum number of pages you plan to write, approximate length, an outline of the contents, description of the complexity, etc.)

The Committee will rely on the information you provide in the evidence section to determine if you have met the contractual obligation of the leave.

Objective: Read 2,500 pages as detailed below. Evidence of Completion: 250 word (minimum) summary describing page count and content of each chapter or Journal article read.

Objective: Daily Periodical Reading - 90 Days. Evidence of Completion: Daily 250 word (minimum) summary

Objective: Travel time & Reconnaissance. Evidence of Completion: For each location, 250 word (minimum) summary

Objective: 60 Site Visits. Evidence of Completion: For each site, 250 word (minimum) summary

Objective: 30 Interviews/EVS Surveys. Evidence of Completion: Survey and/or 250 word (minimum) summary of each.

Please see below, Form C, for detail and elaboration of each element of the project scope.

Name Scott MacDougall

INSTITUTIONAL STUDY

Name of Institution NOT APPLICABLE	Place of Institution
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Period of Attendance	UNDERGRADUATE LEVEL <input type="checkbox"/> Semester units to be attempted* <input type="checkbox"/> Quarter Units to be attempted *(Minimum 12 semester units) *(Minimum 18 quarter units)	GRADUATE LEVEL <input type="checkbox"/> Semester units to be attempted* <input type="checkbox"/> Quarter units to be attempted *(Minimum 9 semester units) *(Minimum 13.5 quarter units)
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Accepted for Admission: Yes No Other If "Yes," attach evidence of admission. If "Other," explain:
--

List courses and unit value from the institution's catalogue. In case your choice of courses is not available, please indicate substitutions. (The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubric 7. Be sure that the scope of your studies is clearly defined.)

*** A full load is considered to be 12 semester units of undergraduate work or 18 undergraduate quarter units, or 9 semester units of graduate work or 13.5 quarter units at an accredited college/university.**

Name **Scott MacDougall**

TRAVEL

Plan: Itinerary (The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubric 7. Be sure that the purpose, duration, and schedule of your travel are clearly delineated.)

Place	Duration of Visit	Purpose
Saxony, Germany	30 days	Community Familiarization as outlined in my Professional & Creative Study Proposal (Form C), below
Provence-Alps-Cote d'Azur, France	30 days	
Mississippi/Alabama, USA	30 days	

Name

PROFESSIONAL STUDY AND/OR CREATIVE STUDY

(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubric 7. Units completed at any unaccredited and/or international institutions will not be considered. Be sure the kind and scope of your study methods, resources, and activities are clearly delineated. Include an estimate of the time that will be spent engaged in various activities.)

*Revised from #2 above, with additional detail indicated with **bold type-face***

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This is a challenging task for such short period of time. How do I propose to accomplish it? By going where they go and doing what they do. It has been my experience in decades of travel that people love to show you their home. They will if you let them.

- 1) Every community has places where people gather. Whether it be Bay Area coffee shops or your British pub. In each of my targets (Germany, France, US) I will identify one or two of these 'locales' (morning/evening) and spend 1 to 2 hours simply being there, every day in the same space. I am an outgoing person. It is my intent to become familiar to the staff in these places and then to the patrons. It is my expectation that familiarity will lead to conversation. Conversation will lead to opportunities to be introduced to additional people, their work, their interests and their connections to the community. Furthermore, I expect to multitask during this relatively substantial daily block of time. Daily reading is a vital part of my program. Every day it will be my routine to read the local daily newspapers and to follow the daily postings to both national and local websites of party organizations. On those occasions when I am unable to chat with locals, I will do my daily reading in my 'spot'.**

Late mornings and afternoons will be spent on site visits in three specific areas of community life.

- 1) Significant economic activities: industrial, agricultural, commercial. Specific visits will be identified by research into the communities. Specific choice will be dictated by success in securing an invitation, tour or meeting. In the event that none of those manifest, I'll simply**

go and see what happens. While not ideal, it is a strategy that has been extraordinarily effective for me in the past. This how I got a tour of the Turkish Parliament from its head of security followed by lunch with him an invitation to his home to meet his family.

- 2) Significant social activities.
 - a. I intend to select a church and attend every Sunday. Churches are a great place to meet people. They always have events and welcoming is typically part of their DNA. I will identify churches, reach out to their leaders before arrival and take full advantage of their opportunities.
 - b. Community festivals, theatre, music, sports. Every community has them. I will attend. The event typically provides the opportunity to begin the conversation.
 - c. Historic sites, museums, exhibits. These are always staffed by people eager to tell you things and always attended by people who are relaxed and ready have a conversation.
 - d. Farmers markets as much a social activity as an economic one. When not busy the people in the stalls love to talk.
- 3) Schools. Pre-arrival I will write to colleagues and administrators until I find one who will meet with me. If I can, I will spend the day with them. If they will let me, I will participate in their instruction, as I did in both Belgium and China on my last sabbatical. I will put my foot in the door and hope that it swings open. When it does, I will walk through and take advantage of the opportunities presented. If it doesn't I will move onto the next opportunity.
- 4) Political meetings and activism. As they are scheduled and held, I will attend meetings of the city council, school board, parent organizations and political parties. Where possible I will volunteer for those political parties. My time in the American South (Mississippi/Alabama) fortunately corresponds to the final weeks of the 2018 American midterm elections. That serendipitous circumstance will provide substantial opportunities to join a local campaign and get out and meet voters.

Subject		Reading time/hours	Processing time/hours	Sub Total		Total Hours
Academic Foundation	1000	40	20	60		
Alternative fur <u>Deutschland</u>	500	33.3	16.7	50		
Front National (France)	500	33.3	16.7	50		
American Right	500	20	10	30		
Reading Total						190
	Days	hours	locations			
Periodical Reading	30	1.5	3			135
Travel time & Reconnaissance	5	8	3			120
Site Visits/Meetings	hours	sites	locations	sub total hours	Site Visit Processing	
Political	3	5	3	45	11.25	56.25
Social	3	10	3	90	22.5	112.5
Economic	3	5	3	45	11.25	56.25
						225
Interviews & EVS Surveys	hours	locations		hours		
10	1	3		30		30
Post Sabbatical Reflection / Processing - Report Writing	hours					
	20					20
16 wks - 40 Hours per	640					720

**** Note: Time calculations for reading is based on 25 pages per hour for English language texts and 15 pages per hour for French and German language texts. Processing time is calculated at 30 minutes of producing notes, summaries and reviews for each hour spent reading. The target time of 640 hours is based on replacing the expected employment obligations of 40 per week of a 16-week semester. The 720 hours is what I expect to spend accomplishing the tasks set out in this proposal.**

And Finally: I have two purposes for the activities associated with getting to know the communities into which I will embed myself. The first is as stated, to discover how they live, what they do and how they think. I have a high degree of confidence that the activities described accomplish settlement. A second, subsidiary goal is to make strong enough connections that some of the people I meet will consent to participate in formal interviews based upon the European Values Survey (Excerpt: Appendix B). The European Values Survey (EVS) is a cross-cultural survey of a person's values. This survey has been conducted five times since 1981 and is currently being conducted in 2017. It provides snapshots of the subject countries as well as the ability to compare countries longitudinally over four decades. The utility of this type of study to students in comparative politics is immense. It is of interest not only what a

person thinks but also why a person thinks these things. EVS sheds light on how European values differ one country to the next and also indicate how those values have changed overtime.

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Then, on my return, I intend to use the EVS with my PS 210 Ideology students as a means of enabling their own self-discovery. California students would take the survey. We will then be able to aggregate and compare the results of our California cohort, establishing generally how we think and the values that support those thoughts. We can then compare our thoughts to the results of French and German surveys and then finally compare to the results of the supporters of conservative-nationalist populist movements. It creates an opportunity to consider a fascinating and important question: Do differences in values account for differences in the ideologies people prefer and then in the policies they support? I think that is a great way to get students to consider not just the content of an ideology but its origin and consequences. I am excited at the prospect of bringing that to our students.

PolSc210 - Political Ideology Outline: Appendix A

WCS - POLSC-210- Political Ideology.pdf

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WCS - POLSC-210...v.t

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1/19/2018

WCS - POLSC-210: Political Ideology

Diablo Valley College

POLSC-210: Political Ideology

Course Description

This course comparatively and historically examines the major ideological approaches to government and politics including Liberalism, Conservatism, Socialism, Fascism and Communism. Contemporary political ideological movements will also be explored

General Information

Department: [Social Science](#)
Division: [Social Science](#)
Units: [3.00 to 3.00](#)
Max Day Class Size: [42](#)
Max Night Class Size: [45](#)
Materials Fee: [\\$0.00](#)
Grade Code: [Student choice](#)
Repeatability: [0](#)

Number of Hours

Per Semester

Lecture: [0.00 to 0.00](#)
Laboratory: [0.00 to 0.00](#)
Out-of-Class
Study Hours: [0.00 to 0.00](#)
Activity: [0.00 to 0.00](#)

By Arrangement

Lecture: [0.00 to 0.00](#)
Laboratory: [0.00 to 0.00](#)
Out-of-Class
Study Hours: [0.00 to 0.00](#)
Activity: [0.00 to 0.00](#)

Discipline Eligible for Teaching this Course

Master Degree Disciplines

[Political Science](#)

Non-Master Degree Disciplines

Additional Information

C-ID:
Courses
Related in
Content:
SAM code:
TOP code:
CIP code:
Non-Degree
Applicable:
Library:
Media:

**Noncredit
course**

information:

**Proposed as
a part of a
sequence of**

<http://wcs.dvc.edu/cms/user/print.aspx?id=15508>

1/4

1/19/2018

WCS - POLSC-210: Political Ideology

**study
learning to:**

Approved for

CSU Transferable

C-ID

UC Transferable

DVC General Education

CSU General Education

IGETC

AA/AS Degree Requirement or Elective

AAT/AST Degree Requirement or Elective

Certificate of Accomplishment (<18 Units)

Certificate of Achievement (>=18 Units)

Standalone

Title 5 Rewrite Information

Last CC (Curriculum Committee) Approval Date:

Term Effective:

Title 5 Review Year:

Course Objectives/Student Learning Outcomes



Students will be able to: Upon completion of this course, the student will be able to: Upon completion of this course, the student will be able to: - Describe and examine the nature of political ideology - Identify and compare the theoretical bases of competing ideological approaches to government and politics - Analyze the relationship between political ideologies and political systems - Compare and contrast the use of political ideology in the modern nation-state - Evaluate the effect of competing ideologies in current public policy debates - Develop their own beliefs about government and politics

Course Content

- A. What is an "Ideology"?
- B. Definitions
- C. Human Nature and Freedom II. Liberalism
- D. Human Nature and Freedom
- E. Historical Background
- F. Eighteenth Century
- G. Nineteenth Century
- H. Liberalism Divides
- I. Contemporary Liberalism
- J. Liberalism as an Ideology III. Democracy: Conceptually and Historically
- K. Origins of Democracy
- L. Democracy and Republic
- M. Contemporary Conceptions of Democracy IV. Conservatism
- N. Human Nature and Freedom
- O. Nineteenth Century
- P. Twentieth Century
- Q. Conservatism Today: Divided
- R. Conservatism as an Ideology

AE. Fascism as an Ideology VII. Liberation Ideologies and the Politics of Identity VIII. Ecology as Ideology IX. Islam and Radical Islam
 AF. The Future of Ideology

Methods

-  Lecture
- Laboratory
- Demonstration
-  Discussion
- Other Required Methods of Instruction

Typical Assignments

- Reading 1:** Textbook: For Example: Read Chapter One, in Contemporary Political Ideologies: A Comparative Analysis, Author: Lyman Tower Sargent
- Reading 2:** Supplemental readings and assignments from periodical sources
- Writing, problem solving, performance 1:** Critical analysis briefs: - Example: As an ideology, there are some pressures both internally and externally that are changing how we understand Liberalism. Internally, there is disagreement between welfare liberals and neo-classical liberals over the program of action – how to enhance individual liberty. One example is affirmative action. Do racial preferences enhance equal opportunity as welfare liberals would argue or do they violate equal opportunity as neo-classical liberals would counter? Explain.
- Writing, problem solving, performance 2:** Journal Assignment: Example: Students record in their journals their reactions to and reflections on experiences they have over the semester that they perceive as being "ideological."
- Lab, field activity, product or report:** Specific assignment example for Hours by Arrangement:
- Other:**

Methods of Evaluation: Representative assessments to measure Student Learning Outcomes

Exam Question/Course Assignment 1: "Demographics and the Cultural War." Policy Review --- Analyze the article and present pros and cons for the author's argument.

Figure 1:

Exam Question/Course Assignment 2: "Sociology and Classical Liberalism." Independent Review --- Explain the author's main argument. Describe the evidence the author cites to support his argument.

Figure 2:

Other Required Methods of Evaluation:

Multiple Choice Questions

Figure 3:

Evaluations will adhere to the DVC "Fairness in Grading" guidelines and will include as a minimum:

Frequency of Evaluation:

- Evaluation of students within the first quarter of the course and notifying student of the results
- Counting a final examination for no more than one-half the course grade
- Basing final grades on at least three students' tests and/or reports

Additional Requirements

Minimum three Quizzes, Writing Assignment and Essay Final

Textbooks

Book One

Author: Sargent
Title: [Contemporary Political Ideologies: A Comparative Analysis](#)
Edition: 14th Ed , Thompson Wasdsworth
Year: 2008

Book Two

Author: Heywood
Title: [Political Ideologies: An Introduction](#)
Edition: 6th Ed, Macmillan
Year: 2017

European Values Survey Excerpt: Appendix B

7/03/2008

Hello. I am from the [NAME OF ORGANIZATION]. We are carrying out the [NATION] part of a European-wide study on what people value in life. This study will interview samples representing the European people. Your name has been selected at random as part of a representative sample of the [NATION] public. I'd like to ask your views on a number of different subjects. Your help will contribute to a better understanding of what people all over Europe believe and want out of life.

WE START WITH SOME QUESTIONS ABOUT LIFE IN GENERAL, LEISURE TIME ACTIVITIES AND WORK.

SHOW CARD 1

Q1 Please say, for each of the following, how important it is in your life.

		very important	quite important	not important	not at all important	DK	NA
v1	Work	1	2	3	4	8	9
v2	Family	1	2	3	4	8	9
v3	Friends and acquaintances	1	2	3	4	8	9
v4	Leisure time	1	2	3	4	8	9
v5	Politics	1	2	3	4	8	9
v6	Religion	1	2	3	4	8	9

Q2 When you get together with your friends, would you say you discuss political matters frequently, occasionally or never?

- 1 – frequently
- 2 – occasionally
- 3 – never
- 8 – don't know (spontaneous)
- 9 – no answer (spontaneous)

(v7)

SHOW CARD 3

Q3 Taking all things together, would you say you are:

- 1 – very happy
- 2 – quite happy
- 3 – not very happy
- 4 – not at all happy
- 8 – don't know (spontaneous)
- 9 – no answer (spontaneous)

(v8)

SHOW CARD 4

Q4 All in all, how would you describe your state of health these days? Would you say it is

- 1 – very good
- 2 – good
- 3 – fair
- 4 – poor
- 5 – very poor
- 8 – don't know (spontaneous)
- 9 – no answer (spontaneous)

(v9)

Show card 5

Q5 Please look carefully at the following list of voluntary organisations and activities and say ...
a) which, if any, do you belong to?

INTERVIEWER INSTRUCTION: CODE ALL MENTIONED UNDER (a)

b) which, if any, are you currently doing unpaid voluntary work for?

INTERVIEWER INSTRUCTION: CODE ALL MENTIONED UNDER (b)

	(a)				(b)			
	mentioned	not mentioned	DK	NA	mentioned	not mentioned	DK	NA

A	Social welfare services for elderly, handicapped or deprived people	v10	1	2	8	9	v28	1	2	8	9
B	Religious or church organisations	v11	1	2	8	9	v29	1	2	8	9
C	Education, arts, music or cultural activities	v12	1	2	8	9	v30	1	2	8	9
D	Trade unions	v13	1	2	8	9	v31	1	2	8	9
E	Political parties or groups	v14	1	2	8	9	v32	1	2	8	9
F	Local community action on issues like poverty, employment, housing, racial equality	v15	1	2	8	9	v33	1	2	8	9
G	Third world development or human rights	v16	1	2	8	9	v34	1	2	8	9
H	Conservation, the environment, ecology, animal rights	v17	1	2	8	9	v35	1	2	8	9
I	Professional associations	v18	1	2	8	9	v36	1	2	8	9
J	Youth work (e.g. scouts, guides, youth clubs etc.)	v19	1	2	8	9	v37	1	2	8	9
K	Sports or recreation	v20	1	2	8	9	v38	1	2	8	9
L	Women's groups	v21	1	2	8	9	v39	1	2	8	9
M	Peace movement	v22	1	2	8	9	v40	1	2	8	9
N	Voluntary organisations concerned with health	v23	1	2	8	9	v41	1	2	8	9
O	Other groups	v24	1	2	8	9	v42	1	2	8	9
	None (spontaneous)	v25	1	2	8	9	v43	1	2	8	9

SHOW CARD 6 – CODE AN ANSWER FOR EACH

Q6 On this list are various groups of people. Could you please sort out any that you would not like to have as neighbours?

		mentioned	not mentioned	DK	NA
v46	A	1	2	8	9
v47	B	1	2	8	9
v48	C	1	2	8	9
v49	D	1	2	8	9
v50	E	1	2	8	9
v51	F	1	2	8	9
v52	G	1	2	8	9
v53	H	1	2	8	9
v54	I	1	2	8	9
v55	J	1	2	8	9
v56	K	1	2	8	9
v57	L	1	2	8	9
v58	M	1	2	8	9
v59	N	1	2	8	9
v60	O	1	2	8	9

Q7 Generally speaking, would you say that most people can be trusted or that you can't be too careful in dealing with people?

1 – most people can be trusted

2 – can't be too careful

8 – don't know (spontaneous)

9 – no answer (spontaneous)

(v62)

SHOW CARD 8

Q8 Using this card, do you think that most people would try to take advantage of you if they got the chance, or would they try to be fair? How would you place your view on this scale?

Most people would try
to take advantage of me

Most people would try
to be fair

DK NA
88 99

(v63)

1 2 3 4 5 6 7 8 9 10

SHOW CARD 9

Q9 Would you say that most of the time people try to be helpful or that they are mostly looking out for themselves? Please use this card.

People mostly look out for themselves 1 2 3 4 5 6 7 8 9 10 People mostly try to be helpful DK NA 88 99 (v64)

SHOW CARD 10

Q10 Some people feel they have completely free choice and control over their lives, and other people feel that what they do has no real effect on what happens to them. Please use the scale to indicate how much freedom of choice and control you feel you have over the way your life turns out?

none at all 1 2 3 4 5 6 7 8 9 10 a great deal DK NA 88 99 (v65)

SHOW CARD 11

Q11 All things considered, how satisfied are you with your life as a whole these days? Please use this card to help with your answer.

dissatisfied 1 2 3 4 5 6 7 8 9 10 satisfied DK NA 88 99 (v66)

SHOW CARD 12

Q12 Why are there people in this country who live in need? Here are four possible reasons. Which one reason do you consider to be most important?

INTERVIEWER INSTRUCTION: CODE ONE UNDER (Q12) BELOW

Q13 And which reason do you consider to be the second most important?

INTERVIEWER INSTRUCTION: Code one under (Q13) below

		Q12 (v67)			Q13 (v68)		
		Most important	DK	NA	Second most important	DK	NA
A	because they are unlucky	1	8	9	1	8	9
B	because of laziness and lack of willpower	2	8	9	2	8	9
C	because of injustice in our society	3	8	9	3	8	9
D	it's an inevitable part of modern progress	4	8	9	4	8	9
	none of these (spontaneous)	5	8	9	5	8	9

SHOW CARD 14 – CODE ALL MENTIONED

Q14 Here are some aspects of a job that people say are important. Please look at them and tell me which ones you personally think are important in a job?

			mentioned	not mentioned	DK	NA
v69	A	Good pay	1	2	8	9
v70	B	Pleasant people to work with	1	2	8	9
v71	C	Not too much pressure	1	2	8	9
v72	D	Good job security	1	2	8	9
v73	E	Good hours	1	2	8	9
v74	F	An opportunity to use initiative	1	2	8	9



19 January 2018

Dear Sabbatical Leave Committee:

This is to acknowledge my enthusiastic support for Scott MacDougall's sabbatical leave project for Fall 2018. His proposal, to gain the expertise to develop and teach a course in *Political Ideology*, will both enhance his professional competency and greatly benefit our AAT degree students in Political Science by extending and rounding out our course offerings.

Much of what courses in political science do is to prepare students to observe and analyze political phenomena. A course in *Political Ideology* will assist students in formulating their assessment of the *ethical* implications of political choices and actions. This ability, to think critically and analytically about ethical issues in politics, would greatly benefit *all* students in their academic coursework and in all their future endeavors.

I encourage you to extend your support to Scott's important and beneficial project.

Sincerely,

A handwritten signature in black ink that reads "Dorrie Mazzone" with a long horizontal line extending to the right.

Dorrie Mazzone, Ph.D.
Political Science Faculty
dmazzone@dvc.edu
925-969-2478