



# ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo

ARTS 140 / Winter 2023

**Blueprints for Progress**

MW 10:00 AM TO 11:20 AM

SJ1, Room 2011

## TERRITORIAL ACKNOWLEDGEMENT

**Land acknowledgment.** St. Jerome's University and the University of Waterloo are situated on the Haldimand Tract, land promised to the Haudenosaunee people of Six Nations, which includes six miles on each side of the Grand River. This territory is the traditional lands of the Neutral, Anishnaabeg, and Haudenosaunee Peoples.

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Email: [dseljak@uwaterloo.ca](mailto:dseljak@uwaterloo.ca) (put course number Arts 140 in subject line)

Office Hours: Tuesdays 1-2:30 pm [Online](#); informally after class; or by appointment (in-person or online).

## CORRESPONDENCE

The best way to reach me is email. Please put the course identifier (Arts 140) in the subject line. If you need to reach me by phone, please call my work cell (226-747-5812) during the hours of 8:30 AM to 5:00 PM, Monday to Friday only. **Do not use this number on the weekend.** Please text before calling.

## DEVICE RULES AND ETIQUETTE

**Phone use** (including texting) **is not permitted.** A first offense will result in a discussion. Each subsequent offense will mean a deduction of 2 marks on your class participation grade.

The use of laptops, tablets, and other electronic devices is strongly discouraged. If you are using your device for anything other than note-taking, please sit in the back row, so that your device use does not distract other students. **Please respect the right of other students to learn without distractions.**

I have this policy because [research](#) shows that laptop and device use in class interferes with learning both for the user and the people around them. By the way, students who believe *most strongly* that they can multitask while learning attain the *lowest scores* on tests of learning and retention.

## **COURSE DESCRIPTION**

Ideology affects us all. For example, you are the product of a liberal education, that is, an education system fashioned by the ideas, values, behaviours, and structures of liberalism, which values individualism, equality, reason, and free choice. Whether you know it or not, your deepest beliefs, automatic behaviours, and heartfelt emotions have been shaped by ideology. In fact, the influence of ideology is everywhere. Sometimes, we find fully articulated ideologies in documents (*The Communist Manifesto* is a good example). Other times, we will find ideologies expressed in institutions and patterns of behavior, like those found in a school system. We also find them influencing our own life choices.

Ideologies give us a global picture of what society is, what it should be, and how we can move from where we are now to where we should be. They provide us with “blueprints for progress.” Naturally, people have different ideas about where society should be going, and so we will look at conflicting ideological commitments as they play out in contemporary debates about the economy, politics, gender, religion, ecology, etc. We will examine the ways in which our society has been shaped by a variety of ideologies (liberalism, conservatism, socialism, feminism, environmentalism, etc.). Since each of us has been shaped, consciously and unconsciously, by these ideologies, the study of ideology and society is also a study of who you are and who you want to be.

Our course is rooted in the discipline of Sociology, although we will be open to inter-disciplinary approaches. Since my own research is in the sociology of religion, we will also be looking at how ideologies interact with religion, including the rise of religious nationalism in the United States, India, Sri Lanka, and Burma (Myanmar) as well as the emergence of “radical” Islam.

## **COURSE OBJECTIVES**

The Objective of this Arts 140 (Information and Analysis) course is to introduce students to diverse ways of finding, examining, and using data and information in the social sciences and humanities. In a small seminar setting, students will explore a variety of topics based on instructor expertise in order to understand quantitative and qualitative methods of data gathering and build competencies in conceptualizing, contextualizing, and comprehending methods of information analysis. Students will be expected to investigate, use, and assess the presentation of information in their own work and the work of others so that they can better understand the range of social, ethical, and political challenges of our world.

### **Common Learning Outcomes for ARTS 140:**

Upon completion of this course, students should be able to:

- Access information and practice navigating library resources, including indexes and databases.
- Recognize, define, and reflect on the meaning of quantitative and qualitative data.
- Practice writing and speaking through communication assignments that will build your skills and confidence.

- Collaborate with your classmates and provide, incorporate, and reflect on feedback.
- Demonstrate an ability to reflect on how information, analysis, and communication lead to knowledge.
- Assess, examine, and evaluate the uses of information, including distinguishing between facts and values.

Ability to use the skills developed in the course to better understand the range of social, ethical, and political challenges of our world.

### Learning Outcomes Specific to Blueprints for Progress

Upon completion of this course, students should be able to:

- Understand how ideologies have shaped and continue to shape society
- Analyze texts to uncover the ideological commitments of the author, especially identifying unstated presuppositions and underlying values
- Suspend their own values and ideas to understand the worldview of others
- Explain how ideologies compete, intersect, and conflict with one another
- Understand themselves in relation to society, history, and biography, especially identifying their own unarticulated presuppositions and underlying values
- Use critical thinking to make ethical judgments about their own ideological commitments as well as those of others

### REQUIRED TEXTS

There is one required text for this course. It is available at the University of Waterloo Bookstore.

- Andrew Heywood, *Political Ideologies: An Introduction*. Seventh Edition.

A copy is available on e-Reserves at the SJU Library. The Sixth Edition of this book is also available online through the University of Waterloo library system. The Sixth Edition is sufficient, except for the chapter on “Fundamentalism.”

Other reading materials will be distributed in class and posted on LEARN; many resources will be made available through St. Jerome’s Library Reserves, especially as [e-Reserves](#).

### COURSE REQUIREMENTS AND ASSESSMENT

Note: For the purposes of discussion and group learning, you may be asked to share your written work with your instructor and classmates. Your instructor may share your work with the class for demonstration purposes.

Activity	On-going	Weight
Class Participation	Every class: Attendance, In-Class Engagement	15%
In-Class Writing Assignments	See class schedule for dates	15%

## ATTENDANCE POLICY

A major component of Arts 140 courses is class participation. If you are not present, you cannot participate. Hence, I will be taking attendance in every class, starting January 17. After that, you are allowed one unexcused absence. I will be deducting **three out of the 15** marks for Class Participation for every unexcused absence thereafter. **Six unexcused absences will result in a failing grade in the course.** See the section below on self-declared absences.

Assignments	Due Date	Weight
Ideology and Me (500 words)	January 26	5%
"21 Things" Assignment (750 words)	February 14	15%
Research Essay Outline and Bibliography	March 2	5%
Ideology and Me Revision (650 words)	March 14	15%
Research Essay Presentation (5 minutes)	March 23, 28, 30 (if needed)	10%
Final Research Essay (1,200 words)	April 6	20%

All assignments will be handed in on paper and in-person **at the beginning of class on the due date**. The "per day" late penalty begins at **10 AM** on the due date and is increased for every subsequent 24-hour period. If printing your paper is a problem, please email it to me directly before 10 AM.

## POLICY ON LATE WORK, MISSED ASSIGNMENTS, AND MAKE-UP TESTS

For each missed deadline, I will deduct grades as follows:

- Ideology and Me (500 words): 1/2 grade out of 5 for each day late.
- "21 Things" Assignment (750 words): one grade out of 15 for each day late.
- Research Essay Outline and Bibliography: 1/2 grade out of 5 for each day late.
- Ideology and Me Revision (650 words): one grade out of 10 for each day late.
- Final Research Essay (1,200 words): one grade out of 20 for each day late.

**If you are going to be late with an assignment, please contact your instructor before the deadline.**

With regards to class attendance and participation as well as assignments (in-class and handed-in), we will follow the [UW Regulations](#):

- A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the "[University of Waterloo Verification of Illness](#)" form or it will not be accepted.
- If you fall sick on the day of a due date, contact your instructor at the first possible opportunity.
- If a student has an assignment deferred due to acceptable medical evidence, the instructor will establish a new due date, which will include the same academic penalties for lateness as the original assignment.
- The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations or hand in assignments.

- Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative test or examination time or to modify an assignment deadline.
- If you need an accommodation for other reasons (for example, a family crisis or you are representing St. Jerome's University or the University of Waterloo (e.g., at a sports event or academic competition), please see me.

## OTHER IMPORTANT INFORMATION

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information.

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome's University Policy on Student Petitions and Grievances](#). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. Check the University of Waterloo's [Office of Academic Integrity](#) for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome's University Policy on Student Discipline](#). For information on categories of offences and types of penalties, students should refer to University of Waterloo [Policy 71, Student Discipline](#). For typical penalties, check the [Guidelines for the Assessment of Penalties](#).

**Appeals:** A decision made or penalty imposed under the [St. Jerome's University Policy on Student Petitions and Grievances](#) (other than a petition) or the [St. Jerome's University Policy on Student Discipline](#) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University Policy on [Student Appeals](#).

**Note for students with disabilities:** [AccessAbility Services](#), located in Needles Hall (Room 1401) at the University of Waterloo, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

## ARTS 140 CLASS AND READING SCHEDULE

### January

Tu 10 Introduction

- Definition of ideology
- Goals of the course

Th 12 Information and Analysis (In-Class Writing Assignment/Not Graded)

- Barry Schwartz, "[What 'Learning How to Think' Really Means](#)," *Chronicle of Higher Learning*. [[e-Reserves](#)];
- Boston Public Library, [Disinformation, Misinformation, and Media Literacy](#)

Tu 17 Modernity and Ideology (In-Class Writing Assignment)

- Heywood, Chapter 1: Understanding Political Ideologies

Th 19 Liberalism (In-Class Writing Assignment)

- Heywood, Chapter 2: Liberalism

Tu 24 Liberalism continued

Th 26 Using the Library to create an annotated bibliography

- Visit from Michelle Atkin, St. Jerome's Library
- **Ideology and Me Assignment due.**

Tu 31 Economic Liberalism and Capitalism (In-Class Writing Assignment)

- Robert Heilbroner and Lester Thurow, "Capitalism: Where Do We Come From?" *Economics Explained: Everything you need to know about how the economy works and where it is going*. [[e-Reserves](#)]

### February

Th 2 Reliable sources of information (In-Class Writing Assignment)

- University of Waterloo Library, Evaluating Information Sources: Read [Get Started](#); [Websites](#); [Articles](#); [Books](#).
- Johns Hopkins Sheridan Libraries, [Evaluating Social Media](#)
- Concordia University, [How to Evaluate Media Materials](#) (includes social media)
- Monash University Library, Scholarly Sources Checklist. PDF article.

Tu 7 Conservatism

- Heywood, Chapter 3 Conservatism (In-Class Writing Assignment)

Th 9 Conservatism continued

Tu 14 Socialism (In-Class Writing Assignment)

- Karl Marx and Frederick Engels, "Bourgeois and Proletarians", [The Communist Manifesto](#).
- Heywood, Chapter 4
- **"21 Things" assignment due.**

Th 16 Socialism continued

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### 18-26 Family Day and Reading Week

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Tu 28 Colonialism and Ideology

- Robert J. Miller, *The Doctrine of Discovery: The International Law of Colonialism*. [e-Reserves]
- Bob Joseph, *21 Things You May Not Know About the Indian Act: Helping Canadians Make Reconciliation with Indigenous Peoples a Reality*. [Available at University of Waterloo Bookstore and on Reserve at the SJU Library]

### March

Th 2 Colonialism and Ideology continued

- **Research Essay Outline and Bibliography due.**

Tu 7 Nationalism (In-Class Writing Assignment)

- Heywood, Chapter 6

Th 9 Globalization and Nationalism

- Mark Juergensmeyer "[Religious Nationalism in a Global World](#)", *Religions*.

Tu 14 Fundamentalism (In-Class Writing Assignment)

- Heywood, Chapter 12
- Ayatollah Khomeini, "[We Shall Confront the World with Our Ideology](#)," *MERIP Reports*.
- **Ideology and Me Revision due.**

Th 16 Feminism (In-Class Writing Assignment)

- Heywood, Chapter 9

Tu 21 Ecologism (In-Class Writing Assignment)

- Heywood, Chapter 10

Th 23 **Presentation of final research papers**

Tu 28 **Presentation of final research papers**

Th 30 Ecologism continued.

- **Presentation of final research papers (if necessary)**

### April

Tu 4 The moral ambiguity of ideology (In-Class Writing Assignment)

- Heywood, Chapter 13

Th 6 Conclusion.

- **Final Research Essay due.**

## Mental Health Support

Mental health support is available for students.

- The Faculty of Arts provides details on available support on its [website](#).
- [Campus Wellness](#) - Counselling and Health Services
- Sean Hayes, Director of Campus Ministry ([sean.hayes@uwaterloo.ca](mailto:sean.hayes@uwaterloo.ca)) is available as a resource.

## Student Affairs

- [The St. Jerome's Student Affairs team](#) works to create healthy and accessible learning environments, to encourage students to take ownership and accountability in advocating for their own unique student experience, and to foster opportunities for growth and leadership development.
- For additional UW resources, visit the [Student Success Office - Learning Resources](#)

## Managing Our Uncertain Times

Since Canada is still experiencing the effects of the COVID pandemic along with an increase in other respiratory infections, St. Jerome's University and the University of Waterloo may move to remote teaching. For ARTS 140, this will mean adopting "synchronous" remote learning. In other words, you would be required to "attend" class virtually on Tuesdays and Thursdays from 10-11:20; attendance and class participation requirements will remain the same. We will follow as much as possible the reading and course schedule above.

All assignments and evaluation values would remain the same. In-class writing assignments—as well as other work—will be submitted via the Learn web site. Quizzes will be done remotely through the Learn web site.

Whatever the circumstances, all need to stay up-to-date regarding Health and Safety protocols and to ensure that we're complying with requirements: [On-campus Health and Safety Requirements](#). We will need to stay home if we are ill or suspect we are ill and/or if we have been advised to self-isolate or quarantine. Here is information about Covid-19 [Assessment and Vaccination](#) on campus.

**If you do find yourself unable to attend class due to an extenuating circumstance**, you will need to contact me and, where appropriate, use the University of Waterloo [Self-declared Absence](#) site or the "[University of Waterloo Verification of Illness](#)". Please note that, once you declare an absence using this site or get a medical note, **you must also contact your professor** to arrange for any accommodations (retaking a Quiz, submitting an assignment late, avoiding an unexcused absence penalty, etc.).

I too may be impacted by illness, suspected illness, self-isolation/quarantine or family care duties. Depending on the situation, we will catch-up on missed lecture material in a later in-person class, meet synchronously on-line, or use recorded narrated slide presentations.

In other words, we will muddle through somehow by being flexible and compassionate towards one another.