



Social Science Sophs: Political Science 1020 Review Session

November 8th, 7pm

INSTAS (feel free to DM us if you have any further questions!):

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Overview of Exam

- SATURDAY NOVEMBER 13, 2021

- OWL - Tests and Quizzes
- Multiple choice - 120
- 2 hours
- Varied starting times
- Open book with no proctor
- No tutorial questions



Week 1: Who/What/Why of Poli Sci and the State



Lesson 1: Defining Politics?

Politics is:

NOT: intelligence, violence, geography

IS: Liberal democracy, limits on a state, law accountable government

Politics= collective choices we make to reduce conflict and promote cooperation

- Institutional arrangements of politics ARE important
- Political context DOES matter



Lesson 2: What are the Types of Political Analysis?

Political Science:

- Governance - big rules
- Policy making - small rules
- Power - enforcing
- Ethics - right, wrong, moral



Lesson 3: What is Politics?

- Social - behaviour between people and the views that society holds on issues
- Process - the process of how decisions are made and how society coordinates and cooperates in decision making
- Conflict - discourse and conflicting opinions
- Enforced - laws and ideas that are implemented by those with authority require enforcement

Politics involves both PURE CONFLICT and PURE COOPERATION

Politics is located within families, the economy, the state, and the global community

Essentially, politics exists EVERYWHERE.



Lesson 4: What are the 2 Central Questions of Politics?

- Who gets what?
- Says who?

3 types of Questions:

- Descriptive: what and how are things?
- Explanatory: why are things this way?
- Normative: how should things be?



Lesson 5: What is Power?

What is POWER?

- The ability to produce results
- Influencing others' behaviour
- Power can take several forms

3 main forms of power:

- Coercion
- Influence
- Manipulation

Hard Power: force and coercion (the stick) or economic sanctions and bribes with additional sanctions (the carrot); example of the use of hard power is Iran.

Soft Power: uses attraction, glory, deals, and bargaining to attain certain results. the status of a nation in the global community can grant them soft power, for example.



Lesson 5: What is Authority?

Authority:

- Authority involves the right to demand
- Also includes the right to punish those who disobey authority



Lesson 6: What is the State of Nature?

- If a state cannot ensure its own security, then a civil war ensues
- Hobbes theorized about the state of nature in an attempt to convince society on the necessity of the state.



Lesson 7: Who is Hobbes and What is His Main Claim?

Thomas Hobbes (1588-1679)

Hobbesian Themes

- Fear
- War
- Peace

Hobbes' worst scenario: no protection from the state

Therefore, powerful states are needed to avoid disastrous interpersonal conflict



Lesson 8: What Does Hobbes Claim about Human Nature?

- Introspection - we care about ourselves
- Materialism - want/need stuff to survive
- Felicity - want to make our lives easier
- Power - have opportunity to do things
- Predominantly self-regarding
- Seek to enhance reputation
- Afraid of death and consistently seek to combat threats against their lives
- Equally vulnerable, equally able (can kill and be killed)



Lesson 9: Why Does Hobbes Think We Fight?

3 reasons for attack:

- Competition: attack for gain
- Lack of trust: attack for safety
- Glory: attack for reputation - being powerful

THEREFORE, the state of nature is not fun according to Hobbes



Lesson 10: What are Hobbes's Arguments for the State?

LAWS OF NATURE

- Fundamental Law: Seek peace, if you can get it
- Second Law: Lay down your natural right if others do too
- Third Law: Perform your covenants

Impact of Individual v. Collective Rationality: It is rational for individuals to attack each other, though it becomes less rational in a collective.

THEREFORE, it is rational for the collective to seek peace.

- the state provides assurances that the laws of nature will be followed.
- Hobbes saw the state as necessary to prevent humans from acting in their own interest in a state of nature. He believed that humans were naturally selfish and cruel.



Lesson 11: What are Locke's Arguments for the State?

John Locke (1632-1704)

- State of nature can be seen as a state of peace where people get along
- A state of equality exists (people are the same and are entitled to the same rights in life)
- **Natural liberty:** Liberty is not license. People have a moral guide that restricts liberty



Lesson 12: Who is Rousseau and the Natural Savage?

Jean-Jacques Rousseau (1712-1778)

Two key features of ROUSSEAU'S STATE OF NATURE:

- Desire for self-preservation
- Pity or compassion for the suffering of others

Who is the natural savage?

- Solitary, no language, fears only pain and hunger
- Desires only food, sex, and sleep (Saugeen-Maitland theory LOL)



Lesson 13: Why Do We End Up with the State According to Rousseau?

How does change happen in the state of nature?

- Free will
- The capacity for self-improvement

How does the state emerge from the state of nature?

- Aforementioned leads to the state of war
- The rich devise the brilliant plan of the state



Week 2: History of the State & Political Obligation



Lesson 1: Where did the State Come From?

- States did not always exist
- Modern Western Europeans Westphalian State emerged as do the structure
- States tied to the notion of sovereignty emerging from the 1600's - Jean Bodin
- Peace of Westphalia - 1648
- Max Weber: claimed a monopoly of legitimate violence, you cannot use violence legitimately unless you are of the State (ex. Police, military, etc.)
- European State model goes global



Lesson 2&3: What are other ways to define the State?

- Hegelian idealism: state develops as it build upon structures that were already there
- Woodrow Wilson: state idealist idea
- Functionalism: you get what you need
- Organizational approach: state is a specific set of institutions; features:
 - Territory
 - People
 - Sovereignty
 - Public institutions and public roles
 - Domination
 - Legitimacy



Lesson 4: What is the Duality of the State?

- Duality: state is responsible for protecting its people from its people and external threats as well
- Borders: define what is internal and external in the first place
- Duality changed with the intensification of:
 - Military conflict
 - Religious conflict
- State needs protection from internal society
- State needs protection from the international sphere



Lesson 5&6: What are Modern State Classifications?

Pluralist State Model: social power is widely and evenly dispersed; the state is neutral, state acts sort of like a referee

Capitalist State Model: social power is unequal and concentrated; state bias in favour of dominant class

Patriarchal State Model: social power is unequal and concentrated; not class but gender is the basis of who has power

Instrumental/Structural: what explains the behaviour of the capitalist and patriarchal state?

- Instrumentalism: state is made up of business owners or men, they instrumentally control the state and work out policies in their favours
- Structuralism: state is tied to a system favouring business owners or men, it behaves in ways tied to capitalism or patriarchy and works to maintain it

Leviathan State Model: states have interests of their own; politicians make big promises to get elected



Lesson 7&8: If we Classify Based on What States Do?

- Minimal: provide essential public goods
- Developmental: promote national economic development
- Social democratic: redistribute wealth and advance social justice issues
- Collectivized: exercise total control over economy
- Totalitarian: use state to engineer total and complete social transformation
- Religious: state exercises power in pursuit of spiritual purity

States can fall into multiple classifications



Lesson 9: Why Should I Follow the State? Why Anarchism?

- Ask yourselves questions
- To choose anarchism means nobody ruling anyone
 - People will just do what they need to do - better off without government
- Argument against anarchism:
 - Hobbes says no - fear, suspicion, competition
 - Rousseau says bad apples are created



Lesson 10: What are the 2 Types of Justifications of Political Obligation?

- Negative argument: the state is the only alternative to the state of nature
- Positive argument: moral duty to obey the state
 - Locke: why is political authority morally problematic?
 - Legitimate power
 - State has a responsibility to protect its citizens – should be reciprocal



Lesson 11: Are there Universal Political Obligations?

- Justify the state = showing that there ARE universal political obligations, prove that there is a duty to obey the law
- Universal = applies to everyone
- Three ways to justify political obligations:
 - Associative duties: special requirements attached to the unchosen role or status of citizen
 - Transactional: obligations through transactions. Eg. Receiving benefits from the state or making a promise to obey
 - Natural duties: general moral requirement to promote happiness or justice
- Parent Analogy: Plato; state-citizen relationship is like the parent-child relationship



Lesson 12: How does the Social Contract Create Political Obligation?

- Locke and Rousseau - political obligation is based on a contract
- Contractarian theorists
- Locke: voluntarism; political authority is based on consent
- Contract must = voluntarily done
- Main problem with contract is that no consent is given



Lesson 13&14: What are the Types of Consent for Political Obligation?

Express consent: one way to establish that there was consent to the contract

- Asks the question: Has every individual actually consented to the state?
- Issue: only a minority explicitly consent, ex. People who travel, take citizenship tests, etc.

Voting constitute consent: if you voted in a community, you consented to the state

Tacit consent: idea that it is implicit or understood that you consented to the state's power; if you are enjoying your life in the state, it is understood that you agreed to it

Residence: does living somewhere count as consent?

- Idea is that staying somewhere is morally equivalent to consenting, because dissatisfied ppl can leave

Hypothetical consent: rational individuals would consent if they were in the state of nature



Lesson 15: So the Anarchists Had it Right?

- Anarchist objection: I didn't – and wouldn't – consent, so the state is illegitimate
- People like Hobbes: people are going to disagree about the justice of laws, people will never all agree on what is right and just
- Locke's reply: we need to address the issue of disagreement on fundamental laws
 - His conclusion: it's better to have shared laws than continued disagreement



Lesson 16: What is Utilitarianism?

- Utilitarianism: distinguishes between good and right
 - The good: state of mind, feeling, person, word
 - The right: right action maximizes utility
 - Utility: happiness, well being, pleasure, preference satisfaction
 - The right action will maximize utility which brings the good

Jeremy Bentham - 1748-1832; 'high priest' of utilitarianism

- Claims on political obligation
- Obey the law only if doing so will produce greater happiness than disobeying

Utilitarian equation

- Theory of the good
- Commitment to equal concern
- Requirement of maximization



Lesson 17: Why Utilitarianism?

- Human happiness - is morally best; moral foundation for following the state
- Impartial (non-biased) concern - the law and rules must benefit all
- Consequentialism - we want to have a sense of the outcome of political obligation towards a law
- Robert Nozick: Is happiness the only thing that matters?
 - the pleasure machine isn't enough, what we would really like is an experience machine - learn and grow, learn to do well
 - Happiness isn't the only thing that matters



Lesson 18: What are Other Forms of Utilitarianism?

- Desire satisfaction - if felicity is being met, why not follow the state?
- Informed desire satisfaction - what would a reasonable person desire and under those circumstances would agree to the state
- Obey the law IF AND ONLY IF doing so will produce happiness
- Indirect utilitarianism: don't justify particular actions by appeal to utility-promotion



Lesson 19: What are Objections to Utilitarianism?

- Is it too demanding?
 - It asks too much, how can we know how to maximize utility all the time?
 - Trying to make everyone happy all the time may not truly work
 - Direct utilitarianism: yes, it is too demanding.
 - Indirect utilitarianism: not necessarily too demanding (secure property rights can contribute to happiness of largest # of people)

Is it too permissive?

- Allows too much, we might use others/commit injustice to further our own happiness
- Can require injustice to produce happiness (torture, slavery (makes slave owners happy), conviction of the innocent)

What is a general objection to utilitarianism?

- It fails to explain why actions are morally right or wrong



Lesson 20: What is the Principle of Fairness?

- Put together by H.L.A. Hart
- When I receive benefits from the state, fairness requires that I take on my share of the burden
- Benefits are peace, order, security by a functioning legal system
- Burdens are obeying the law, against our urges of gratification
- It would be unfair to disregard the burdens, that would be 'free riding'
- David Hume: make short term and long term interests coincide, our needs will be met eventually in the long term, which justifies political obligation



Lesson 21: What are Objections to the Principle of Fairness?

- Is receiving and accepting benefits really obligating?
 - Robert Nozick: if others forces benefits on me, am I obligated to reciprocate?
 - We don't have a moral duty to follow the state bc we didn't have a choice about getting benefits
 - Hart's rebuttal: no, because you accepted the benefits
 - Nozick: we can't choose not to accept the benefits, we are already in the state, it can't be voluntary
 - The principle of fairness is flawed.

So, there is no justification of political obligation

Goal: see that there are different political philosophical claims on what justifies political obligation to the state.



Week 3: Government, Authority, Democracy, and Liberty



Lesson 1: What is Government?

Government: The activity of governing and ruling over people

- Exercising authority over others, in particular over its citizens, as well as refugees, etc. even other governments (e.g. federal over provincial, etc)
- Institutions responsible for coordinating collective decisions made for the people

What were Aristotle's forms of government?

- Who rules? One, Few, or Many?
- In whose interests do they rule? The rulers'? The governed?



Lesson 2: Why Authority?

- Max Weber: Domination + Legitimacy = Authority
- Political authority is power that involves domination, but not necessarily coercion
- Legitimacy = others accept and follow or concede
- Andrew Heywood: no ruler prefers to rule by force alone
- Why authority over domination? - authority is preferable
- Ideological control
 - Manipulate those who are ruled to share the same interests of the ruler
 - Don't need permanent surveillance to tell people what is right, because the ruler has authority to inform what should be done
- Legitimate authority
 - As a result of ideological control not practically working and normally requiring some sort of surveillance
 - Ruled = follow, accept, legitimate ruler
 - Ruler = lead through different types of authority



Lesson 3: What are Weber's Types of Authority?

- Traditional - based on customs and values
- Charismatic - tricky, but may override the other two
- Legal rational - Weber views it as most important



Lesson 4: How are Democracy and Legitimacy Connected?

- Democracy also legitimates, it makes legitimate power possible
- Legitimacy deficit can destroy a democracy
- New alternatives to democratic legitimacy, other ways for legitimate power



Lesson 5: What is Democracy?

- Rule (kratos) by the many (demos)
- Collective, self-rule
- Government of, for, and by the people
- It is a historically unpopular view, it hasn't always been liked or respected and it is very new, only existed in various forms in the Western world
- Two main types:
 - Direct - everyone votes on each issue, small and large
 - Indirect - voter choose representatives who then make decisions for the political community



Lesson 6: What is the Scope of Democracy?

- Extreme accountability - the notion of immediate recall
- Extreme lack of accountability - representatives are elected for life
- Aims for equal capacity for citizens to process information making



Lesson 7&8&9: Why was Plato Against Democracy?

- Western democracy traces back to ancient Athens around 508-622 BC
- Democracy at the time was direct, exclusionary, culturally homogenous, and intolerant - the virtuous element wasn't there
- Democracy is the rule by the many, and for Plato this is the problem
- Plato: The many are selfish, ignorant, and unpredictable
- 'Craft analogy' : We need to think about politics and running the state as a job and something that requires skills
- We need people in charge who love philosophy, people who want to do wise things
- Prevent corruption



Lesson 10: What is Modern Representative Democracy?

- Universal rights to vote and stand for office
- Elected representatives make decisions
- Elections are free, frequent, and fair, as well as secret ballots
- Freedom of speech; independent media, free press
- Freedom of association
- Independent judiciary/judges
- Institutions to prevent conflict: the political and judicial realm



Lesson 11&12: What are the Intrinsic Reasons for Valuing Democracy

- It is in the nature of democracy that is important and we should value it - desirable in itself
- Freedom as autonomy
 - Autonomy - we give ourselves rule, we are giving laws to ourselves either as individuals or as a political group
 - Democracy embodies a commitment to freedom or self-rule, the 'many' rule over themselves
 - Freedom is self-government
 - Coercion - we are forced to comply with laws
 - Freedom - in a democracy, laws are self-imposed
- Objection to freedom as autonomy
 - Democracy is not a form of freedom
- Reply to objection
 - Democracy provides more autonomy than any other decision procedure
 - Democracy gives every citizen the opportunity to participate on equal terms in law making



Lesson 11&12: What are the Intrinsic Reasons for Valuing Democracy Continued

- Self realization
 - Democratic participation is an essential element in a flourishing life
 - Aristotle claimed that human beings are political animals
 - Democracy allows us to ask questions about the systems around us and engage in valuable debates
 - What makes us human is our capacity to reflect, discuss, and create the laws under which we live
 - The self realization of the rules we want to impose on ourselves
- Equality
 - Democracy embodies a commitment to treating all as moral equals
 - There is a moral commitment in democratic that we aren't breaking the law or destroy other people's quality of life
 - Democracy = equal entitlement to participate
 - Everyone can join organizations, go to events, in an equal capacity
 - Politics for a society of equals - we will engage, be punished, etc. as equals



Lesson 13: What are the Instrumental Reasons for Valuing Democracy?

- Better decisions
 - Democracy produces better results than its alternatives
 - Idea of: 'No famine in a democracy with a free press'

The Democratic Peace hypothesis

- States that are democratic are unlikely to go to war with each other
- States that are democratic will think twice; the population will likely not want a war and the state has to prioritize what the population wants; the population has a stake in all decisions

Dictators need not take the people's interests into account

Accountability to the citizens constrains democratic leaders

Problem: necessary but unpopular policies won't be adopted



Lesson 14&15: What are the Market and Forum Models of Democracy?

- Market model of democracy
 - Giving people what they want, democracy produces better decisions because people have a say and they can get what they desire

Forum model of democracy

- Emphasizes deliberation
- Equal influence = equal opportunity to participate in discussion
- Voting reflects wants after they have been changed by reasoning
- Objection: powerful interests can dominate our discussions



Lesson 16: How is Democracy Institutionalized?

- 5 features of democratic institutionalization
 - Rule by people
 - Equal right to participate
 - Direct or representative forms
 - Within constitutional limits
 - Enabling free and independent citizenry



Lesson 17: How is Democracy Institutionalized - Direct Rule

- the classical ideal, it isn't realistic in the modern state
- The scale of modern state - population, geography
- Capacity - voting, info overload
- Complexity - issues, problems, depth, beyond what most people actually want to engage with



Lesson 18: How is Democracy Institutionalized - Indirect Rule

- Representative democracy: rule through elected representatives
- Ancient Greeks: indirect democracy is a denial democracy
- Rousseau: giving people representative means the society is no longer free, people are doing what someone decided on their behalf
- Heywood: indirect rule is an entry point for totalitarian democracy: will of people decides the leader, so eventually the leader will see themselves as the ruler over the people



Lesson 19: How is Democracy Institutionalized - Theories of Representation

Trustee model - Edmund Burke: superior, independent judgment. Mill: plural voting; idea that we are trying to hand over authority by putting individuals who are particularly skilled or trusted responsible for making decisions

Delegate model - limit the independence of representatives and approximate direct democracy

Mandate model - voters elect a government, not just reps. And the government has a mandate that there are going to pursue and enact.

Resemblance - government should resemble the society as a whole, a microcosms of the community, may diversify and enhance democracy



Lesson 20: How is Democracy Institutionalized - Constitutional Limits and Free Citizenry

- Constitutional Limits:
 - Rulers that govern must be within legal and constitutional limits
 - Rules for elections - 'free and fair'
 - Rules constraining rulers - protective democracy, it keep democracy intact
- Enabling the free and independent citizen
 - Rules enabling the formation of independent opinions and associations
 - Rights
 - Information
 - Civil society - every existence outside of the state is possible
 - Developmental democracy - basis for independent development by citizens



Lesson 21: What are Some Perspectives on Liberal Democracy?

- Pluralism - democracy responds fairly to the competition of social interests
- Elitism - power concentrates into a privileged minority - 'power elite'
- Marxist - purely economic 'power elite'; the people who are powerful in economics are the most powerful of everyone
- Corporatism - democracy works when it incorporates key interests in business, unions, labour interests, etc. - government will work out a deal amongst different interests
- New right - there is a danger of 'democratic overload'; people want the government to do so much, but the government has to tax the people to do the things they want; the state overextended will make it falter



Lesson 22: What is Liberty?

- Concept of liberty in Western political thought by author, theorist: John Stewart Mill
- Need to restrict both state and society (public opinion) in their ability to shape the conduct of individuals
- What we free to do? What can society do? When are we not free to do something?
- Four stages in the history of relations between individuals and authority
- Stage 1 - Contest between subjects and the govt, a struggle
- Stage 2 - Development of democratic government, constitutional checks don't necessarily mean we have democracy
- Stage 3 - Recognition that the political majority can be tyrannical over the minority
- Stage 4 - For Mill, this is the problem we need to address; the threat of social tyranny: the tyranny of prevailing opinion and feeling



Lesson 23: What is the Liberty and Harm Principles?

- When may freedom of thought and discussion be restricted?
 - For Mill, it is never justifiable to silence an opinion, whether it is true or false
 - To censor without testing is to assume infallibility

When it is legitimate to interfere in people's lives?

- Mill rejects appeals to custom, tradition, or popular morality
- He seeks a principled answer, what is a principle for this question
- The Liberty Principle: the only purpose for which power can be rightfully exercised over any member of a civilized community, against his will, is to prevent harm to others"
- the Harm Principle
 - A person's freedom to act may be limited only if she or he threatens to harm another person
 - Not just society in general, but a person in a particular way



Lesson 24: What is Conly's Paternalism?

- Paternalism: coercing people to change their behaviour for their own good
- Mill rejects paternalism, it can include social tyranny, political pressures, etc.
- Paternalists want to protect individuals from themselves
- Sarah Conly on paternalism: Mill allows coercive interference to prevent someone from harming themselves out of ignorance (e.g. crossing a broken bridge, medicine with labels like 'do not take this if ...')
- Conly argues that we are not always the best judges of what we want for ourselves - we need someone to step in
- We tend to suffer cognitive biases that prevent us from acting rationally (i.e. achieving our goals)
- Conly: cost-benefit analysis can justify some paternalistic laws when benefits are big and costs are small
- In a democratic society, law applied equally to everyone



Lesson 25: What does Mill mean by “Harm”?

- There is a distinction between offensive actions and actions that cause harm
- To harm someone is to damage their interests
- If someone gets a job because they are better, this is acceptable even though it harms their competitor's interest
- If something is simply offensive, this does not necessarily constitute harm
- Not all interests should be considered as rights
- Well which rights do we have?
- When does the harm done count according to the harm principle and constitute action against the prosecutor of the action?



Lesson 26: Why do we have Rights?

- They are self-evident (Declaration of Independence, God-given)
- Custom and convention, based on tradition and so forth
- Rights protect interests that are sufficiently important to become reciprocal (put others under a duty, others have a part in your right as well)



Lesson 27: What is Libertarian Paternalism?

- Richard Thaler and Cass Sunstein
- Nudging: maintaining people's freedom of choice while steering their decisions in the right directions (e.g. disclosures of information like calorie counts)
- Paternalist: aim to promote individuals' own good
- Libertarian: preserve your freedom of choice
- Give you enough information so that you can make the healthy or good decision on your own



Lesson 28: Does Liberty Promote Happiness?

- What are the permanent interests of "man" as a progressive being?
- Humans are capable of making progress because they benefit from experience and learning and crucial for understanding Mill's utilitarian liberal position
- But is Mill too optimistic about our potential to benefit from individual freedom?
- Individuals generally know best what will make them happy
- Making choices exercises our distinctively human capacities, we all have different strengths
- 'Experiments in living' are examples to be followed (learning from others and their living experiments)



Lesson 29: Why are Individuality and Liberty Valuable?

Individuality

- We should form our thought and character freely and reflectively, free from any political pressures or state pressures
- Relationship between political authority and individual freedom
- We should make our plan of life on our own: we should pursue our own good in our own way

Why is liberty valuable?

- Maybe liberty is intrinsically valuable: comparable to enjoyment
- But many people dread freedom, looking after themselves
- Nonetheless, for Mill, liberty is necessary for individual self-realization
- We can realize our own political views, we can avoid dead dogma (I believe something just because I do)



Lesson 30: What are the Communitarians' Objections?

- Liberals wrongly see individuals as isolated atoms
 - People are part of social community
 - But, we should be free to choose from the options society provides
 - There are certain things we can't do, we have to use the regulated options we have

Liberals wrongly think we can detach ourselves from our social practices

- As if we think we can walk away from our society and make a decision but in reality society is telling us we have to do something
- Can we really totally extricate ourselves from social practices?



Week 4: Justice, Property, and Nationalism



Lesson 1: What is Distributive Justice?

- Who should get what?
- What should be distributed? Money? Opportunities? Rights?
- Property rights - (limited) rights that owners of resources have to determine what to do with them



Lesson 2: What Does Karl Marx say About Justice?

- Money changes everything, why? - transforms or perverts human relations
- What is the true foundation of private property?
- What justified a system of property rights?



Lesson 3: What do Bentham, Nozick and Rawls Say About Justice?

Bentham :

- Choose the distribution that maximizes utility
- Impartiality, equal concern for everyone's property rights - there can't be different systems of property distribution
- Diminishing marginal utility suggests that goods should be distributed equally

Nozick: libertarianism

- Basic rights include the right to private property
- Entails free-market capitalism with a minimal state, property distribution should be decided by market relations
- Forced redistribution - forcing someone to give up property - is illegitimate

Rawls: liberal egalitarianism

- Unrestricted free markets generate unacceptable inequalities



Lesson 4: What is the Inequality and the Income Parade?

- Income parade - by Jan pen, challenges to liberalism, excessive wealth
 - How is income distributed?
 - Income is translated into height
 - From negative heights to 80km high, above ballistic missiles
 - Income is distributed very unequally



Lesson 5: What is Justice in Property Rights?

Rousseau is the true founder of civil society - society beyond the state

Rousseau's view of private property

- The fruits of the earth belong to us all - the earth itself belongs to nobody; therefore property is in general communally owned

Nozick's 3 principles in a theory of property rights (normative questions)

- Justice in the initial acquisition; how does ownership originate?
- Justice in transfer; what makes an exchange just or legitimate?
- Rectification of injustice; what should be done to correct unjust acquisition?

Where do property rights come? (initial acquisition)

- Originally everything that is owned now was once owned by nobody



Lesson 6&7: How do we Get Justice in Property According to Locke?

Property for Survival - fundamental law of nature that we need to survive

Labour Mixing Argument - individuals own themselves and their labour

Value Added Argument - labour adds value to nature

Argument from Deserve - Those who work productively deserve to enjoy the fruits of their labour

It is difficult to justify an account of initial acquisition of property



Lesson 8&9: What is the Market?

- Four questions about property in the market
 - Who owns what?
 - Why do people produce?
 - How are goods distributed?
 - What determines which goods get produced?

What makes a pure capitalist free market?

- Private property rights
- Production for profit
- Distribution of property by voluntary exchange
- Free competition drives the distribution

What is a planned economy?

- State owns all major property
- This property is used for production - for needs, not for profit
- Distribution is by central allocation - 'these people need x, so we must give them x'
- State controls what gets produced

What is a modified free market? (common in modern world)

- Some state-owned enterprises
- Some voluntary distribution along with state redistribution
- Some state-enforced monopolies
- Sale of some goods is entirely prohibited



Lesson 10: What are Market Externalities?

Negative externalities - cost nothing to the consumer, who would rather not have them

Positive externalities - cost nothing to the consumer, who does want them

Improve the free market by internalizing externalities



Lesson 11: What is a Just Society?

Rawls' principles: for the basic structure of a just society

We need a hypothetical social contract - initial hypothetical choice situation, we find it through this thought experiment

Original position - thought experiment where we are behind the 'veil of ignorance', models equality of concern

Veil of ignorance - we don't have a sense of who we are or where in society we are



Lesson 12: What is the Original Position?

John Rawls' A Theory of Justice is one of the most important works on justice in the political track

Rawls: we need principles for a just society

- Choosing principles of justice for institutions
- We need a basic structure of society
- Why the basic structure? Because it hugely affects our life prospects.

In the original position, behind the veil of ignorance, people can model equality of concern for all, because they do not know who they are

Impartiality - 'justice as fairness', all of us making the initial hypothetical choice would want fair treatment for all

This is the 'thin theory of the good' = they all want Primary Goods: liberties, opportunities, income and wealth, and the social basis of self-respect - we would all want this for ourselves



Lesson 13: How do People in the Original Position Choose Principles of Justice?

Maximax? Everyone maximizes the use of everything - No

Utility maximization? Make the most amount of people happy - No

Maximin? What is the basic fairness in institutions, opportunities, Primary Goods that we can maximize? - YES, focus on the worst-off

Which principles would be chosen by the POPs?

- Principle of greatest equal liberties - everyone should get equal liberty
- Principle of fair equality of opportunity - everyone gets the chance to be successful
- Difference principle - if there are differences in institutions, the difference has to benefit the worst-off
- Lexical priority rules - you want to achieve the first, then the second, then the third

The more basic freedoms, the better



Lesson 14: What does Nozick say about Justice?

Nozick is the alternative to Rawls' position

Nozick's entitlement theory:

- Distribution need not fit a pattern
 - Patterns are need, ability, and desert (deserve)
- Nozick's theory is historical and unpatterned - it doesn't fit a mold on how property is passed on or transactions

How do we assess Nozick?

- Correct: he emphasizes the value of making our own choices
- But: he fails to deal fairly with unequal circumstances
- So: we can't have absolute property rights because such rights would prevent us from compensating undeserved inequalities
- We need a just society which means absolute property rights won't be sustainable - too many unjust inequalities



Lesson 15: What are the Oversights of Justice?

Political thought may:

- Overlook whole areas of social concern
- Justify oppression as 'justice'

People who made claims about justice could accept racism making sense, or the mistreatment of Indigenous people or other unjust things as just



Lesson 16&17: How are Justice and Ableism Connected?

Disability studies - the connection to the term 'disability'

Ableism - the world is built around a certain model of human capabilities, putting those who don't fit this model at a disadvantage

Medical model - those with disabilities should be treated medically

- Changing notion of this model: disabled people should have more control over their medical decisions, care, options, etc.

Social model - society disables people

- Political changes: laws, employment rules, accessibility requirements, multi-format teachings
- Encourages the involvement in society for challenged people



Lesson 18: How are Justice and Anti-LGBTQ+ Connected?

In the past, in many systems, and in some systems today, those who identified in this group were rendered an object of law and it was declared illegal to identify in this group

In the justice system, it was determined that they didn't deserve rights

Justice issues that have emerged:

- Overcoming legal discrimination
- Problem of state-sponsored homophobia - the state has endorsed violent activity towards people who are LGBTQ+
- Transphobia
- Polyamory

There needs to be a reckoning in the justice system against the legal discrimination of the LGBTQ+ population



Lesson 19: What if Justice Beyond the State?

Cosmopolitan approach - we need to be concerned about justice beyond our borders and our own state

3 defenses of justice-based duties to the near and dear (citizens)

- Societies are schemes of social cooperation; justice = distributing the cooperative surplus
- Value of state membership = shared citizenship
- Value of shared nationality = identity based on shared history, language, culture

Nationalism = nation



Lesson 20: Nationalism - What are some Key Terms?

- Ensuring justice for:
 - Ethnic groups
 - Nation
 - Patriotism
 - Nationalism
 - National identity
 - Nation-state
 - National self-determination



Lesson 21: What is Cultural Nationalism?

- Nation builds on ethnic foundations
- Common justification for the national liberation struggle
- Can lead to justifying exclusive nationalism

Cultural nationalism has been resurgent



Lesson 22: What is Political Nationalism?

It is the idea that the nation is constructed on the foundations of the state (state comes first) through:

- Borders
- Citizenship
- Self-government
- Political principles bind it together

Nationalism is constantly reinforced



Lesson 23: What are the Varieties of Nationalism?

Two questions - which community? How many in that community?

Liberal nationalism - pursuit of individual and collective freedom

Conservative nationalism - existing national community made

Expansionist nationalism - culturally or racially defined national community

Anti and post colonial nationalism - communities defined by colonial boundaries



Lesson 24: Is there a Brief History of Nationalism?

Effects of French Revolution:

- Idea of national sovereignty
- Mass conscription
- Declaration of the rights of man and the citizen

Effects of WWI:

- Collapse of major empires
- New soviet empire
- Woodrow wilson

Effects of WWII:

- Problems with nations
- European states weakened by total war



Week 5 - Ideologies and liberalism



Why study ideologies?

- Ideologies aim to **understand, interpret, explain and evaluate the social world**
- Unify groups or classes around a set of beliefs and values
- They are systems of ideas with their own histories



What is the origin and development of ideologies?

- French Revolution 1789 - the rise of 'isms'
- Early 1800's - ideology becomes a dirty word - Napoleon wants to return to the Catholic Church
- Karl Marx and Friedrich Engels - "ideologies = ruling ideas of the ruling class"
 - False consciousness - ideologies mean you can't see you are being oppressed
- Antonio Gramsci 1891-1937 - ideology = hegemony
 - Ideas of capitalists



What is the modern definition of ideology?

- It is a set of ideas
- Provides the basis for organized political action
- Aimed at providing, modifying, or overthrowing the existing system of power
- **3 parts to every ideology**
 - **Worldview** of the existing order
 - **Vision** of the future good society
 - **Explanation of why and how** political change can and should happen



What are the two types of ideologies?

- Classical ideologies - late 1700's to 1930's/40's
 - Liberalism
 - Conservatism
 - Socialism
 - Fascism
- New ideologies
 - Feminism
 - Ecologism
 - Religious fundamentalism
 - Multiculturalism



Where do ideologies fit on the Left and Right spectrum?

- 3 disagreements
 - Values
 - Left - liberty, equality, community > hierarchy
 - Right - order, authority, hierarchy > community
 - Human Nature
 - Left - optimism, social progress
 - Right - pessimism, skepticism about change
 - State Intervention
 - Left - need economic regulation, intervention in social issues
 - Right - suspicious of gov't intervention



What is common to liberalism and the Liberal State?

- Liberalism
 - Promote individual liberty
 - Value liberty
 - Disagreements about the nature of liberty - how much? When do we restrict it?
- **Brian Barry's features of liberal states:**
 - **Religious toleration**
 - **Freedom of the press**
 - **Abolition of servile social status**
- Barry's features of liberalism
 - No religious dogma can be certain
 - Every doctrine should be open to critical scrutiny
 - Fundamental equality of all human beings



What is the origin of liberalism and its development?

Medieval Europe

- Religious conformity - Catholicism
- Feudalism - wealth flows up
- Ascribed status - your family's status sticks with you
- Political absolutism - all power comes from monarch
- **Protestant Reformation** - paves the way for religious pluralism and toleration
 - Non-resistance to political authority
 - Calvinists - right to overthrow unjust rulers
 - Leads to protection of free speech, etc.



What is the origin of liberalism and its development?

Revolutions in England, France, and America

1688 - England's Glorious Revolution; constitutional monarchy, freedom of worship for dissenters, religious toleration

1776 - American Revolution; no taxation without representation, all men are created equal, legitimate government protects our rights

1789 - French Revolution; rights of man *and* the citizen, equal opportunity, constitutional government, religious toleration



Central themes of liberalism

1. Individualism

- a. Immanuel Kant - primacy of the individual is priority
- b. No person should be used as a tool for another purpose

2. Freedom

- a. Negative freedom from state invasion into private life
- b. Positive freedom to be granted rights and protected by the state

3. Reason

- a. Enlightenment - studying, learning, discovering

4. Justice

- a. Moral equality, equal citizenship, equal opportunity

5. Toleration

- a. Secularism - state shouldn't have a religion
- b. Pluralism - individuals can have different religions, jobs



What is the liberal state?

State and the Rule of Law - everyone must abide by the Rule of Law, it governs everything

State as a social contract - our agreement with others to meet obligations as members of the state

What is constitutionalism?

- Includes a Constitution, Bill of Rights, Rule of Law, prevention of tyranny of the majority
- Separation of powers
- Other checks to power - cabinet, parliamentary, bicameralism, federalism



Common themes of classical liberalism

1. Individuals are self-interested
2. Negative freedoms - limits on the state
3. State = necessary evil
4. Civil society is important - most activity should happen here



Sources of classical liberalism

1. Natural Rights
 - a. John Locke and Thomas Jefferson - rights in the state of nature = natural rights
 - b. Right to defend ourselves, property rights, etc.
2. Utilitarianism
 - a. Utility = maximum happiness for greatest number of people
3. Economic liberalism - Adam Smith
 - a. Against mercantilism (European economic imperialism)
 - b. Seeking economic liberty
4. Social Darwinism - Herbert Spencer
 - a. Social evolution - some groups have evolved to be better than others
 - b. Absolute property rights



Adam Smith's ideas on capitalism

- 1776 - book *Wealth of Nations*
- Competition = fair and efficient
- **Invisible hand** - people working in their self-interest creates products that we need and want
- Free trade benefits **everyone** - less limitations on the market are better
- Economic liberalism creates order, good government, liberty, and security
- What is the role of the government?
 - Defend against attack
 - Protect property rights
 - Maintain order
 - Provide public education
 - Infrastructure to do business



What is Smith's view of distributive justice?

- He opposes trade barriers - people can meet the needs of the common good with less limits
- Supports taxation to benefit the poor
- Utilitarian - wants to maximize happiness
- On the poor - he rejects the idea that they are lazy, instead they are entitled to their fair share of goods



What are the key ideas of Modern liberalism?

- John Stuart Mill - main proponent of modern liberalism; a political economist - he didn't think that politics and economics were two different fields they were intertwined
 - Individuality
 - Positive freedom
 - Social liberalism
 - Economic management
- T.H. Greene's ideas - government is more than a necessary evil
- The main obstacles to freedom are **poverty, ignorance, prejudice, and sickness**
- Government can promote freedoms through **poor relief, public schools, hospitals, regulation of working conditions**



How are social liberalism and economic management connected?

- Economic management under modern liberalism has created the Welfare State
- **Welfare state** - minimum wages, minimum wages, retirement savings plan, progressive taxation, etc. and a bundle of rights in the modern system:
 - Civil rights
 - Political
 - Social
 - Economic
- John Rawls - liberal justice
- John Maynard Keynes - economic justice



YOU STAY CLASSY LIBERALS



Week 6 - Conservatism and Marxism



What is conservatism?

Key ideas

- **Desire to conserve** - stick with what we have, linked to Edmund Burke, an opponent of the French Revolution
- **Tradition** - support for existing institutions
- **Human imperfection** - psychologically dependent, we are dependent on others and intellectually limited
- **Organic society** - society = living organism, society is >> individual
 - Do not tamper with the **social fabric**



What is authoritarian conservatism?

- Joseph De Maistre
- 'Throne and Altar' = Monarchy and Church
- Authority as absolute, mysterious, and terrifying - **restrains the individual**

Authority is needed to keep order



What are conservative objections to revolutionary change?

3 objections to revolutionary change

1. **Perversity** - the opposite and unexpected actually happens
2. **Futility** - nothing actually changes
3. **Jeopardy** - endanger, lose good things



What is libertarian conservatism?

Believes in the rigorous defense of:

- Private property rights
- **A laissez-faire free market economy** - government has minimal to no role in the economy
- A strong state is needed only for public order



What is social and cultural conservatism?

- Wants to preserve national **values and traditions**
 - Traditional family structures, man and woman
- Traditional morality
- Prefers **religion over secularism** on social issues
 - Ex. sex, race, gender, etc. issues

Want the state to fit into religion to a high degree.



What is the New Right?

- 1970's onwards
- Combines **neoliberalism** and **neoconservatism** - largely American
- Focus on law and order
- Patriotism and nationalism
- State sovereignty
- Want to spread democracy
- US hegemony - US should be the most powerful



Core themes of Socialism

1. **Community**
2. **Cooperation**
3. **Significance of socioeconomic class** - the status we have is significant in our life
4. **Common ownership**
5. **Social equality** = demand of justice



What is early socialism?

- Thomas More 1478-1535 - Anglican Priest who stood up to Henry VIII
 - Abolish money
 - Against poverty
 - Conflict =/ natural
- Saint-Simon at Enlightenment
 - Issue with the economic system is that it is **belief-based**
 - Replace capitalist inefficiency w expert planning
- Fourier
 - Utopian socialist ideal - stateless, cooperation, the common good
 - Socialism can change human nature
- Robert Owen
 - Human nature is malleable
 - Capitalism rewards greed and selfishness



Who is Karl Marx?

- Wrote communist manifesto
- Broad impact on social sciences
- Proponent of **revolutionary changes**
- **Friedrich Engels** - partner and financial support
- **Themes in Marx**
 - Religion
 - Alienation
 - History
 - Exploitation
 - Class struggle
 - State and revolution
 - Human nature



Marx on Religion and Alienation

Religion

- Religion is a response to poverty and suffering
- Religion = “the opium of the people”
- An ideological construct of capitalism to make sure that the poor and those who are getting exploited don't rise up

Alienation - human essence detached from human existence

- If work is not about your creative spirit, it is alienating
- Workers are alienated from the product, the productive activity, our species-being, other human beings



Marx on History and Exploitation

History - a class struggle, growth of human productive power; society is a **3-level building**

1. At the base - means of production
2. Next - relations of production
3. Lastly - legal and political superstructure

Exploitation - idea that there is an extraction of surplus labour

- **Labour** = what you can do, **labour power** = what you sell so that you can accomplish what is wanted from you
- Exploitation = extracting surplus labour



Karl Marx on the State and on Revolution

The State

- It is a committee for managing the common interests of the bourgeoisie
- The state is an independent actor with the role of preventing changes to capitalism
- The state is not helpful, won't be the source for change

Revolution

- Revolution is likely when states don't integrate their excluded people




What are Engels' objections to capitalism?

- Destructive trade cycle needs to be dealt with
- Large number of unproductive people
- Capitalist market itself generates unjust inequalities



What is social democracy?

- Marxists and social democrats don't really see eye to eye
- Eduard Bernstein - sees a problem because after even two world wars, there is no big push to overthrow the system and have a revolution
- **evolutionary socialist** - no need for revolution because the system is changing and evolving already
- **revisionist** - he wants to update and revise Marx's claims not to include the revolution and things like that, but the general necessities of socialism



Week 7: Fascism, feminism, and environmentalism



What are the origins of fascism?

- Robert Paxton in *The Anatomy of Fascism*: Fascism was the major political innovation of the 20th century, and the source of much of the pain
- Ancient Rome - 'Fasces', the leader is the most important
- Modern origins
 - a. 20th century Italy
 - b. Milan, 1919 - fascist gangs
 - c. **Fascism = attack on socialism and the rule of law (liberalism)**



Key Ideas of Fascism

1. Counter-Enlightenment
2. Built on Nationalism
3. Elitism
4. Irrationalism
5. Emotional connection of you to your nation
6. Totalitarian
7. Reactionary system
8. Cult of leadership
9. Mass mobilization of the people through monopolistic political party
10. Destroy intermediate organizations
11. Abolition of privacy
12. Replace the rule of law by arbitrary violence



What was Mussolini's fascism?

- Benito Mussolini created fascism
- Celebration of war and violence by the leader
- Individual sacrifice and state worship



Hitler's Nazism

Why?

- Economic: Germany suffered economically after WWI, weren't allowed independence and owed millions in reparations
- Charismatic: he drew people to him through words and charisma



Hitler's Nazism

What is it?

- Resentment about the end of WWI
- Notion of the German people as great - the 'volk'
- Need a strong leader
- German nationalism
- **Lebensraum** - living space, Germans need more space to live in
- **Social Darwinism** - comes down to racism and anti-Semitism
 - Final Solution - the Holocaust, 10+ million Catholics, LGBTQ, Jews, and others were killed



What is gender and patriarchy?

Gender = social constructions in a society of masculinity, femininity, or other

- Involves the question of identity and expression
- Interested in how gender limits options

Patriarchy = a system that subordinates women, gives men power over women in politics, economics, society, etc.

- Feminism's goal - **to eliminate the subordination of women**



“Personal is political”

Championed by **Carol Hanish** in the 1960's

- We need the empowerment of women = political action and legal changes
- Changes are needed in domestic violence, rape, jobs, education

Justice in the feminist ideology

- **Liberals** - seek equality, everyone treated the same before the law
- **Conservatives** - maintain differences between men and women that are essential
- **Radical and socialist** - seek fairness and equity in power



What is liberal feminism?

- We need to overcome **overt discrimination**
- **Change laws and institutions**
- Goal - **challenge patriarchal system to equalize opportunities for men and women**

What is socialist feminism?

Capitalism feeds into the way patriarchy succeeds - systems of inequality artificially created

- Guy Standing: there is a process of 'feminization of labour', when you increase the number of women in a workforce and lower the number of men - the workforce tends to lower the wages and conditions, and push profits up for the company
- Women often have a double burden or double day = home responsibilities and work responsibilities





What is radical feminism?

- Start from women's experiences to analyze and rebuild politics
- Patriarchy is the defining system - other systems like capitalism and feudalism exist in the context of a patriarchal society
- We have to overcome sexist attitudes and beliefs - women also internalize harmful attitudes and false beliefs; patriarchal society obliterates the natural state of women and constructs the internalization of misogyny in women themselves



What is ecology as an ideology?

- Key player - Rachel Carson, she was an environmentalist and scientist concerned especially with the effect of DDT and other fertilizers
- Greens reject anthropocentrism - the idea that human interests are of overriding moral importance and we can use nature for our own ends; our species is more deserving than other species
- An ecological ethic
 - a. An interconnected natural system
 - b. Respect for all life
 - c. We have the power to do enormous good or harm to the planet, so we have great responsibility to do good to the planet for future generations
 - d. We have the opportunity to engage in stewardship: we should protect, preserve and sustain nature

Gaia Hypothesis - Lovelock, no matter what humans do to the land, the earth will put itself back together



What is deep vs. shallow ecology?

Shallow ecology

- Aims to promote environmental goals as a means to serving human needs, especially economy - goals to prevent environmental catastrophe while meeting all human needs
- Demands **radical change in our consciousness**

Deep ecology

- All forms of life have intrinsic value
- No living thing's value depends on their usefulness to humans; humans are just a part of a broad system
- **Suggests institutional change in states and markets**



Why is this a collective action problem?

- Private and public goods are involved
 - Clean air = public good
 - Property = private good
- Environmental collective action requires cooperation
- **Tragedy of the commons**
- Political engagement - enforce solutions to collective action problems



Week 8: Multiculturalism and Radical Political Islamism



What is citizenship?

Idea that there is a common set of rights and duties for citizens within a political community.

Civil rights - rights that we have for engagement

Political rights - rights to vote, run for office, sit on parliament, have a role in politics

Socioeconomic rights - rights to own property, a business, get a job, housing, healthcare

Gradual expansion of the class of citizens - from white, Protestant men to many minorities and non-founding people



What is multiculturalism?

It is a rejection of:

1. Exclusion
2. Assimilation
3. Marginalization
4. Silencing

It seeks:

1. Inclusive citizenship
2. Consent and autonomy for citizens
3. Recognition of a plurality of identities



What is the politics of recognition?

It is multiculturalism.

Republicanism - equal legal and political rights; all individuals in a society have the same individual rights within a society

Redistribution - social rights and equal opportunity

Recognition - endorsing and recognizing cultural differences



What are types of minority rights?

1. **Self-government rights** for national minorities
2. **Polyethnic rights** for ethnic groups and religious minorities
 - a. Ex. rights to practice their language, wear the clothing they prefer, etc.
3. **Special representation rights** in public positions
 - a. Makes sure that public position and institutions respect the rights of the minorities and racialized population



What are the arguments against multiculturalism?

- It will create **ghettoization** - retreating into ethnic groups
- Differences are emphasized over commonalities
- Danger of **internal restrictions** - violating the rights of individual members of minority



What are the arguments for multiculturalism?

- Protections from the **dominant culture**
- Protects against 'tyranny of the majority'
- Equality **between groups**
- Bring cultures into the integrated model of society, while maintain freedom or individuals within groups
- Multiculturalism seeks to respect individual rights



What is Radical Political Islamism (RPI)?

- Ideology *informed* by a religion but doesn't represent the whole of the Islamic religion
- Suggests that religion is **politics**
- **Anti-modern or anti-Western** - rejects ideas like the Great Enlightenment
- It is **militant/violent** - violence is an appropriate way to push Islamic beliefs



What are the current US threats according to RPI?

- **Intervention** - in Iraq, Lebanon, Syria
- **Support corrupt regimes** - gov't of Kuwait, etc.
- **Occupying Holy Lands** - Gulf War, Saudi Arabia

Two types of threats:

- General threats
- The Great Satan - the US



Background to Islam

- **Mohammed** - the prophet who received the word of God from Gabriel at Medina; he brought the teachings of God's word
- **Qur'an** - the teachings received from the angel Gabriel are written
- **Hadith** - the teachings and sayings of the prophet that are to be followed; some proverbs and messages on how to live
- **Sharia** - laws drawn from the Hadith and Qur'an by which the society should be governed or societies should live by
- **Jihad** - the idea of 'struggle', like temptations. Struggles are lesser and greater.



What should be done according to RPI?

- **Sayyid Qutb (1906-1966)** - American-educated Egyptian man, preached on the bankruptcy and corruption of the US
 - Established the **Muslim Brotherhood**
- **Jahiliyya** - the idea of darkness and ignorance; it is important to fight the false consciousness
- **Muslim Counter-Enlightenment** - shows the failings of Western enlightenment and how it doesn't work
- **Offensive Holy War** - Qutb argued this was necessary, fight the threats that were being posed to Islam



Any Further Questions??

Thank you for coming!
Goodluck on the midterm!