POT 3302-0W59
Fall 2014
Modern Political Ideologies

Department of Political Science
College of Sciences, University of Central Florida

COURSE SYLLABUS

Dr. Daniel Marien
POT 3302_Fa14_Marien_OW_59

OFFICE HOURS	OFFICE LOCATION	OFFICE PHONE NUMBER
Tuesdays 3:00 p.m. to 5:00 p.m.	UCF Orlando Philips Hall, room 302N	407-823-0012
Wednesdays 11:30 a.m. to 1:00 p.m.	UCF Cocoa: Bldg. 3, room 223	321-433-7952
Thursdays 3:00 p.m. to 5:00 p.m.	UCF Orlando, Philips Hall, room 302N	407-823-0012

Instructor email contact: Daniel.Marien@ucf.edu or course email. Expect an answer within 24 hours.

If you plan to visit me during the office hours, it is suggested (not required, simply suggested) that you email your intention ahead of time. Advanced notice helps me selecting who I see first.

Phoning during office hours can also be an effective way to deal with various issues. Phoning outside of office hours will not be effective.

Use the discussion board titled Group Management to contact your respective group members and discuss group management issues. Use course email to contact specific class mates.

I. Subject Overview

Ideologies are sets of ideas inspiring, guiding, and justifying political behavior, institutions, and government policy. They help make sense of the world around us and they guide political action. As such, they are important and inescapable features of modern politics.

Ideologies have led to great achievements. Think of the emergence of representative governments elected by all citizens -- the result of liberal, socialist and feminist pressures. Or again, think of the equalization of gender statuses in both law and mores in response to feminism.

But ideologies have also moved people to commit terrible deeds in the name of dubious abstractions. Think of the systematic killing of European Jews by Nazism in the name of racial purity, or of the cruel internment of millions of “dissidents” in Soviet labor camps in the name of the Proletarian Revolution.

This course examines the ideas and practical influence -- achievements and shortcomings -- of the most significant families or clusters of ideologies in modern political life covered in our main textbook, namely:

(1) Liberalism, a historically and geographically varied family of ideologies stressing individualism and the ability of human beings to act rationally.
(2) Conservatism, an ideology perhaps best defined as a skeptical disposition towards large scale projects of social improvement and as an ingrained respect for established practices and authorities. The course will redefine the students’ perception of the opposition between liberalism and conservatism.
(3) Socialism, in both its communist and social-democratic versions. Among the many relevant questions worth exploring: What is the communist ideal and is it worth defending in spite of the horrors of actual communist party practices? What are the lessons of the Soviet experiment? What are the achievements of social democracy where it has been more systematically pursued (Scandinavia) and can it tame the 21st century challenges of globalization?
(4) Fascism/Nazism, a destructive ideology that has done much to mark the history of the 20th century. While this ideology is clearly not a legitimate candidate to guide our politics in the 21st century, one question of interest is whether contemporary far-right movements -- such as the *Tea party* in the U.S., the *Front National* in France or *Golden Dawn* in Greece -- are articulating a renewed form of Fascism? (The instructor believes the answer is respectively no, no and yes, but the issue is complex and students are invited to do their own analysis.)
(5) Libertarianism, an ideology professing an undivided devotion to individualism, private property rights, unfettered markets and the minimal state. Libertarianism inspires such works as Ayn Rand’s *Atlas Shrugged*. It is popular with some young people in the United States.
(6) Feminism, an ideology developed around a concern for gender equality. Ironically, many young people today reject the label while embracing at least some of its content. This ironical situation is an outcome of the success of conservatives in defining and distorting feminism’s image. The course will clarify issues in this respect.
(7) Green politics, developed around a concern for environmental integrity. As with other ideological families, green politics comes in many variants, ranging from

the mainstream thought of ecological modernization and sustainable development to the philosophical radicalism of "deep ecology."

(8) Identity politics, an ideology developed around the demand for social and cultural recognition of neglected minorities.

(9) Radical Islamic "Fundamentalism," i.e. the inspiration for *The Muslim Brotherhood*, *Al Qaida* and similar movements.

Students will also be given the option of researching one of three additional ideologies not fully considered in our Ball and Dagger textbook:

(10) Anarchism, an ideology rejecting all forms of hierarchy whether embodied in the state or in capitalist business enterprises. After a long eclipse, anarchism is now renascent in some corners of the anti-globalization and *Occupy Wall Street* movements.

(11) Racism/imperialism and its flipsides of anti- or post-colonialism (Africa and Asia) and liberation theology (Latin America).

(12) Pacifism, think Mohandas Gandhi or perhaps Martin Luther King.

A central concern of the course is to survey the historical achievements and failures of these ideological families and to evaluate their relevance to, or meaning for, politics in the 21st century. Ideologies unavoidably simplify the meaning of multidimensional and complex aspirations. In the technical language used in the course, you will come to see that ideologies stealthily "decontest" what are essentially contestable concepts, such as liberty, equality, democracy, legitimate authority, progress. By artificially rendering unambiguous and one-dimensional what is essentially ambiguous and multifaceted, ideologies unavoidably fail to capture all aspects of reality and generate failure and opposition alongside success and support. Thus an examination of the historical record of various ideological families in action may be useful to evaluate their respective promise to address the concrete political challenges of the 21st century.

II. Assessments

WHAT	WHEN	WORTH
Statement of Group/Theme Preferences for research later in the semester. State three preferences in declining order.	Friday August 22 at 11:00 AM In specially marked Discussion Board	Not graded but compulsory. Submit three preferences in the relevant Board in Webcourses@ucf.

Initial Ideological Thermometer	Friday August 22 at 11:00 AM In specially marked Discussion Board	Not graded but compulsory. **Your financial aid depends on it.** And we will use this initial statement later in the semester.
Quizzes (multiple choice; time limited) The semester average is used for calculating course grade.	By Monday mornings (Weeks 1-11)	30%
Postings of Individual Answers in Group Specific Board.	By Monday mornings (Weeks 1-11)	30%
Engage your class mates and the instructor with respectful criticism.	From Week 2 to 11. In the **DEBATING IDEOLOGIES** Discussion Board in Webcourses.	**Extra Credit** One point for each contribution. A maximum of 5 bonus points for contributions meeting the standards. Only one submission per week. See the "Debating_Standards" document under Webcourses → Files → Course Docs.
Brief Interim Research Descriptions during the Second Phase of the course. This is not an outline or draft.	Mondays (Weeks 12-14)	Not graded but compulsory, point penalties (-3) applied for non-submission .
Individual Research Report, in the form of a research essay or a book review. Length: 2,000 to 3,000 words, plus relevant images and/or video clips.	Friday evening Nov. 28	30%
Submission of vote (with arguments) expressing choice for final exam selection from all reports within your group	Monday morning Dec. 1	Not graded but compulsory, point penalties applied for non-performance.
Group Editors Assemble their respective Group	Monday morning Dec. 1	A maximum of three bonus points for volunteers. One

Reports on Course Wiki		editor per group.
Final Exam (covering the selected research reports)	Monday, Dec. 8 all day	10%

III. Course Design

The End Point: A Description of the Research Report

The course culminates towards the end of the semester in an exercise in publication through which all students put together a research report and present it to the rest of the class on an electronic platform (wiki).

Research reports are individually produced book reviews or research essays supplemented by related images and/or video clips in a format resembling a Wikipedia article. The reports are evaluated for content and style.

Taken together the whole set of reports mimics a group-authored book composed under the general editorship of the instructor.

One report per group is assigned by group member for the final exam. Each student plays an active role in selecting the report from his or her group subjected to exam. And, of course, each student will read the sub-set of reports selected to final exam. Thus, students generate a portion of the materiel presented in the course.

In formal terms, students' individual research reports take the form of either a research essay or a book review. A research essay is a text answering a specific research question with the help of multiple sources (books, academic journal articles, others). A book review summarizes and evaluates a single book's argument. More detailed descriptions of grading standards for research essay and book review will be circulated in due time.

Brief Interim Research Descriptions help the instructor guide the students in composing effective research reports. They are not drafts or report or outlines.

In substantive terms, students' individual research reports focus on **one of three aspects** of a specific ideology of their choice:

A. Ideas for Political Action Today. Focus on analyzing a specific ideological manifesto. Describe its main ideas and concepts, connect its arguments to the ideological families discussed in the course, and provide a reasoned evaluation

of the manifesto's strength and weaknesses for defining an attractive political agenda for political action today. A list of suitable manifestos will be provided in due time. In the case of neo-fascism or Islamic fundamentalism, provide an analysis of the implications or meaning of these ideologies for our politics.

B. The **career of political leaders** strongly identified with a particular ideology. How did this person come to embrace this ideology? How did he or she strive to implement it? What successes were achieved? What accommodations were made to an unbending political reality? What lessons may be drawn for the future from this example of ideological leadership?

C. **People's daily life** in a place and time dominated by a specific ideology. What does this ideology mean in concrete terms? For example, students may write on patterns of schooling, job seeking and holding, and dating and marriage in the Islamic Republic of Iran, or in the Soviet Union, or in the United States of America. The goal here is to illustrate how particular ideologies shape people every day experience and their sense of self.

The Preparatory Phase

However, before undertaking to write a research report on ideology, students must become familiar with basic knowledge related to the topic.

And so during the first phase of the course (weeks 1-11), all course participants discuss the same materials in small groups of about five students. Weekly exercises include quizzes and answering discussion questions. For fun and profit (extra-credits) you may engage your classmates and/or the instructor in dialogue in the DEBATING IDEOLOGIES Discussion Board.

Students join a group/theme on the first week on the basis of the specialized research they wish to explore during the later phase of the course. Follow your interest or instinct. You will be given an opportunity to change your theme/group later. (Groups with small numbers may later be consolidated together. We are likely to have no more than 10 active groups.)

Group 1: Liberalism

Group 2: Conservatism

Group 3: Socialism (Social Democracy and Communism)

Group 4: Fascism/Nazism

Group 5: Libertarianism

Group 6: Feminism

Group 7: Green Politics

Group 8: Identity Politics

Group 9: Radical Islamic Fundamentalism

Group 10: Anarchism

Group 11: Racism/imperialism

Group 12: Pacifism

During each week of the first phase, **every** student takes the quiz **and every student** answers the questions formulated by the instructor. Students post their respective answers in their respective group Discussion Board in Webcourses@UCF.

For a given week during the first phase, the quiz is available until Monday morning (11:00 A.M.). The Group Specific Individual Answers Boards for posting individual answers are opened during the same period. It is probably best to take the quiz before composing your answers in a word processing program and then pasting them in one single visit to the Group specific Board in Webcourses.

Each students start with a store of 30 course points for these answers. Students loose points for non-posting, or for the posting of sub-standard or mediocre answers. Follow the instructions in the document titled *How to Answer Weekly Questions* found in Webcourses@ucf.

You have access to other students' answers once you posted any text, however insubstantial, in the Board. **Therefore, to avoid being suspected of plagiarism and risk a F grade in the course, you must post your entire answer in a single visit to your Group Specific Board.**

Why These Exercises?

The course's exercises replicate as much as possible real professional life situations and emphasize personal accountability in achieving individual and collaborative tasks. There is no group or collective grades in this course.

The exercise in research report composition and timely circulation to peers and instructor and collaborative interactions duplicates the type of work students will likely be expected to perform during their future career as leaders in complex organizations, such as putting together analyses of organizational challenges to prepare executive decisions. The exercise thus exemplifies what the pedagogical literature calls an "authentic form of assessment," i.e. a university assessment closely resembling actual work-life tasks.

The course is structured to exercise the participants' ability to work productively in small groups, thereby developing valuable skills for professional and managerial work roles. While not providing vocational training strictly speaking, the course does address the need, repeatedly underscored by employers, to improve the collaborative skills and attitudes of college graduates.

The course also stresses individual accountability. There are no group scores, only individual scores related to individual performance of the various tasks, whether the task is individual or collaborative in nature.

IV. Course Materials

You will need to have ready access to the following:

Terrence Ball and Richard Dagger*, Political Ideologies and the Democratic Ideal*. Pearson, 8th edition, ISBN: 978-0205779963. Avoid the 9th edition.

Eric Hobsbawm, *The Age of Extremes: A History of the World, 1914, 1991.* Vintage, ISBN: 978-0679730057.

V. Course Objectives

<u>General Course Goals</u>

1. To help students understand the content and context of the major political ideologies influencing the modern political world, namely: Nazism/fascism, communism, social-democracy, conservatism, libertarianism and modern (welfare state) liberalism, green politics, feminism, identity politics, and radical Islamic fundamentalism.

2. To help students reflect on the contributions and dangers of ideological thinking in political life.

3. To help students choose in a reflective manner a political ideology to orient their evaluation of political events and guide their civic engagement.

4. To familiarize students with the various means and channels through which ideological messages are famed and transmitted.

5. Develop students' ability to work productively online in small groups, thereby developing valuable skills for future professional and managerial work roles.

Specific Instructional Objectives

During this course, the students will learn:

1. a) To describe in specific terms and for each ideology studied the core values, the key ideas, the hidden assumptions, the social institutions, government policies and individual behavior promoted.
1. b) To name the places and describe in specific terms the social and historical contexts in which each of the studied ideologies flourished.

2. To describe social scientific arguments related to the usefulness and danger of ideological thinking.

3. To give specific and coherent reasons for endorsing one (or a few) ideology(ies) over others as guide for political action in the contemporary world.

4. To describe ideological messages transmitted through non-textual medium such as images, public ceremony rituals and architectural forms.

5. To divide group tasks in clear and functional ways, to communicate ideas effectively, to pay close attention to other students' ideas and viewpoints, to demonstrate responsible behavior toward the group, to meet deadlines in a timely fashion, and to harmoniously integrate one's interest in a larger ensemble.

VI. Course Prerequisites

Course prerequisites include an open mind and a readiness to reflect on the subject matter. There are no prerequisites in the sense of having completed specific previous courses.

VII. Course Credits

3 credits

Grading Scale (%)	
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0 - 59	F

VIII. Course Schedule

Always check the weekly modules for updates. Schedule adjustments (if any) will be announced in the weekly modules. The weekly modules also provide the discussion questions.

Week 1, Aug. 18 to Aug. 25: Concept of Ideology

- **Read** Ball and Dagger, chapter 1 ideology and Ideologies

- **Take the Quiz** (before Monday morning Aug. 25 at 11:00 A.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Questions in your Specific Group's Discussion Board** (before Monday morning Aug. 25 at 11:00 A.M.). **The instructor announces in due time the questions in the Weekly Module section of Webcourses@UCF**.

- **This sequence of quiz and discussion question is repeated weekly until week 11 inclusively.**

Week 2, Aug. 25 to Sept. 1: Politics in the 21st Century

- **Read Ball and Dagger, chapter 2 The Democratic Ideal**
- **Read the instructor-written brief glossary to read Hobsbawm's chapter 19.**
- **Read Hobsbawm, chapter 19 Toward the Millenium.**

- **Take the Quiz** (before Monday morning Sept. 1 at 11:00 A.M. covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Questions in your Specific Group's Discussion Board** before Monday morning Sept. 1 at 11:00 A.M. **The instructor announces in due time the questions in the Module section of Webcourses@UCF**.

Week 3, Sept. 1 to Sept. 8: Liberalism

- **Read Ball and Dagger, chapter 3 Liberalism (43 pages)**
- **Read the Instructor's Remarks for Week 3 in Webcourses → Files → Course Docs.**

- **Take the Quiz** (before Monday morning Sept. 8 at 11:00 A.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Questions in your Specific Group's Discussion Board** (before Monday morning Sept. 8 at 11:00 A.M.). **The instructor announces in due time the questions in the Module section of Webcourses@UCF**.

Week 4, Sept. 8 to Sept. 15: Conservatism

- **Read Ball and Dagger, chapter 4 Conservatism**
- **Read Hobsbawm, chapter 1 The Age of Total War**
- **Read the Instructor's Remarks for Week 4 in Webcourses → Files → Course Docs.**

- **Take the Quiz** (before Monday morning Sept. 15 at 11:00 A.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Questions in your Specific Group's Discussion Board** (before Monday morning Sept. 15 at 11:00 A.M.). **The instructor announces in due time the questions in the Module section of Webcourses@UCF**.

Week 5, Sept. 15 to Sept. 22: Socialism

- **Read Ball and Dagger, chapters 5 and 6 (55 pages)**
- **Read the Instructor's Remarks for Week 5 in Webcourses → Files → Course Docs.**

- **Take the Quiz** (before Monday morning Sept. 22 at 11:00 A.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Questions in your Specific Group's Discussion Board** (before Monday morning Sept. 22 at 9:00 A.M.). **The instructor announces in due time the questions in the Module section of Webcourses@UCF**.

Week 6, Sept. 22 to Sept. 29: On the Ground I

- **Read Hobsbawm, chapter 2 The World Revolution.**
- **Read Hobsbawm, chapter 3 Into the Economic Abyss**
- **Read the Instructor's Remarks for Week 6 in Webcourses → Files → Course Docs.**

- **Take the Quiz** (before Monday morning Sept. 29 at 11:00 A.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Questions in your Specific Group's Discussion Board** (before Monday morning Sept. 29 at 11:00 A.M.). **The instructor announces in due time the questions in the Module section of Webcourses@UCF**.

Week 7, Sept. 29 to Oct. 6: Fascism and the Rise of the Anti-Liberal Right

- **Read Ball and Dagger, chapter 7 Fascism**
- **Read Hobsbawm, chapter 4 The Fall of Liberalism**
- **Read the Instructor's Remarks for Week 7 in Webcourses → Files → Course Docs.**

- **Take the Quiz** (before Monday morning Oct. 6 at 11:00 A.M.) covering the reading materials assigned for the week.

- **Post your individual answers to the Week's Questions in your Specific Group's Discussion Board** (before Monday morning Oct. 6 at 11:00 A.M.). **The instructor announces in due time the questions in the Module section of Webcourses@UCF**.

Week 8, Oct. 6 to Oct.13: On the Ground II

- **Read Hobsbawm, chapter 9 The Golden years**
- **Read Hobsbawm, chapter 14 Crisis Decades**
- **View the documentary *Roger and Me* produced Michael Moore, released 1989.**

- **Take the Quiz** (before Monday morning Oct. 13 at 11:00 A.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Questions in your Specific Group's Discussion Board** (before Monday morning Oct. 13 at 11:00 A.M.). **The instructor announces in due time the questions in the Module section of Webcourses@UCF**.

Week 9, Oct.13 to Oct. 20: Feminism/Identity Politics

- **Read Hobsbawm, chapter 10 The Social Revolution**
- **Hobsbawm, chapter 11 The Cultural Revolution**
- **Read Ball and Dagger, chapter 8 Liberation Ideologies and ID Politics**
- **Read the Instructor-created pdf file labeled "Women's Condition Today" (10 pages). You will find it as an attachment to this Week 10 Module.**

- **Take the Quiz** (before Monday morning Oct. 20 at 11:00 A.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Questions in your Specific Group's Discussion Board** (before Monday morning Oct. 20 at11:00 A.M.). **The instructor announces in due time the questions in the Module section of Webcourses@UCF**.

Week 10, Oct. 20 to Oct. 27: Green Politics

- **Read Ball and Dagger, chapter 9**

- **Take the Quiz** (before Monday morning Oct. 27 at 11:00 A.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Questions in your Specific Group's Discussion Board** (before Monday morning Oct. 27 at 11:00 A.M.). **The instructor announces in due time the questions in the Module section of Webcourses@UCF**.

Week 11, Oct. 27 to Nov. 3: Radical Islam

- **Read Ball and Dagger, chapter 10**

- **Take the Quiz** (before Monday morning Nov. 3 at 11:00 A.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Questions in your Specific Group's Discussion Board** (before Monday morning Nov. 3 at 11:00 A.M.). **The instructor announces in due time the questions in the Module section of Webcourses@UCF**.

Week 12, Nov. 3 to Nov 10: Planning and Doing Research

- **Peruse the various subject suggestions files put together by the instructor under Files under Research Planning.**
- **Carefully read the Grading Matrix for Research Essay or Grading Matrix for Book Review (depending on whether you select the essay or the book review option).**
- **Submit your First Interim Research Description by Monday Nov. 10 at 11:00 A.M. See Webcourses → Files → Research Planning for how to do this in due time.**

Week 13, Nov. 10 to Nov 17: Doing Research

- **Submit your Second Interim Research Description by Monday Nov. 17 at 11:00 A.M. See Webcourses → Files → Research Planning for how to do this in due time.**

Weeks 14-15, Nov. 17 to Nov. 28: Finalizing your Research

- **Submit your research report by Friday Nov. 28 at 11:30 A.M. to the instructor and to all your group members via email.**
- **Submit your vote (with arguments) on which research report from your group should be assigned to final exam to the instructor by Dec 1. Your arguments must demonstrate familiarity with your group mates report and thoughtful reasoning supporting your vote.**

Week 16, Monday Dec. 8: Study for the Final Exam

- **The final exam covers the subset of research reports selected by the various groups. It will resemble the weekly quizzes: multiple choice questions, time limit, etc.**
- **The exam will be available on Monday Dec. 8 from 8:00 AM until 11:59 PM.**

IX. Course Policies

Late Work Policy:
There are no make-ups for missing weekly quizzes or seminar discussion. One justified absences from these exercises will be excused without point penalty. A penalty of one course point for each additional absence to the seminar discussions will be applied.

Grades of Incomplete

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on

whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

X. Grading Policy

Quizzes are graded individually. These short quizzes are meant to evaluate the student's readiness to engage in group discussion. Students are entitled to one absence on quizzes without penalty **if** the absence is for reason beyond their control **and if** sufficient documentation is provided. Otherwise point deductions will be made.

Individually submitted answer to weekly discussion questions and group summaries must meet the standards defined in the relevant documents. If the standards are not met the student loses points (from -3 to -1 depending of the severity of the short-coming). Under this rubric, each student starts with a store of 20 points. Sustained, timely and quality performance maintains this score. Poor performance (non-posting and mediocre posting) is sanctioned by point subtraction.

Research reports are graded individually. A grading matrix for the research report is distributed in due time. The research report must have a minimum of 2,000 words and a maximum of 3,000 words. The research report can take one of two forms: research essay or book review. A document specifying the applicable grading standards will be circulated.

Extra credit can be earned by engaging class participants in debate. Follow the standard defined in the relevant document. Extra credit can also be earned by serving as group editor assembling the group members' reports on the course wiki in Week 15. Only one group editor per group.

XI. Course Policies: Technology and Media

Email: Use my email to communicate with me: Daniel.Marien@ucf.edu. Allow up to 48 hours for a response. Repeat message if you haven't received a response within 48 hours.

XII. Course Policies: Student Expectations

Disability Access:

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Academic Conduct Policy:
Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a failing grade for the entire course and can also result in expulsion from the University.

Turinitin.com:
In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. The instructor submits your texts or essays to Turnitin at his discretion. Student found guilty of plagiarism will receive a failing grade for the entire course.