POT 6007-0001
Seminar in Political Theory
Department of Political Science
College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	Dr. Daniel Marien	Term:	Spring 2019
Office:	Room HPH 305N	Class Meeting Time	Mon. 6:00-8:50 PM
Phone:	407-823-0012	Class Location	Conference room
E-Mail:	Daniel.Marien@ucf.edu		

I. Office Hours and Locations

OFFICE HOURS From 1/8 until 4/24 2018	OFFICE LOCATION	OFFICE PHONE NUMBER
Mondays and Wednesdays 10:00 a.m. to 2:00 p.m.	UCF Orlando Philips Hall, room 302N	407-823-0012

Note: Email me to make an appointment at other times if you cannot come at the times and places listed above. Instructor email contact: Daniel.Marien@ucf.edu or course email. Expect an answer within 24 hours. If you plan to visit me during 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.

II. Course Overview

This seminar introduces participants to contemporary academic debates about the nature and contours of social justice. We are particularly interested in debating what it means for governments and social institutions to treat persons with equal

respect and under what conditions are various forms of material and life-chances inequalities ethically justifiable.

The course will be divided between a focus on justice issues within a world of presumed autonomous states and justice issues in a world of interdependent states. Our discussion of justice issues in autonomous states will connect with traditional approaches: utilitarianism; libertarianism (Nozick); egalitarian liberalism (Rawls and Dworkin); Marxism and feminism.

Our discussion of justice in an interdependent world will focus on newer perspectives about security and the duty to protect, global environmental integrity, fair trade and global governance.

The course structure fosters the development of academic skills. We will debate a common set of readings in a seminar format. Each student will also write and orally present an evaluation of one major book of his/her choice or of his/her essay on a specific topic in a format replicating an academic conference setting. Instructor's approval for book selection or essay topic selection is required.

III. Course Goals

1. During this course, students will become familiar at an introductory level with the arguments and assumptions structuring academic debates in contemporary political philosophy on these different themes or approaches to justice: utilitarianism; egalitarian liberalism; libertarianism; feminism.
2. During this course, students will become familiar with empirical trends in national and global inequality.
3. During this course, students will become familiar with a range of ethical issues raised by globalization: duty to protect; global environmental degradation; trade and international governance.
4. During this course, students will learn to write an effective academic book review or compose an effective essay developing an argument related to a specific question related to justice.
5. During this course students will learn to orally present and defend an argument in both the context of seminar leadership and oral presentation of one's own book review or essay.

IV. Course Material

Michael Sandel, *Justice: What's the Right Thing to Do?* Farrar, Straus and Giroux, 2009. ISBN: 978-0-374-53250-5.

Will Kymlicka, *Contemporary Political Philosophy: An Introduction.* Oxford University Press, Second Edition, 2002. ISBN: 978-0198782742.

Peter Singer, *One World Now: The Ethics of Globalization*. Yale University Press; Revised edition, 2016. ISBN: 978-0300196054.

Michele Alacevich and Anna Soci, *Inequality: A Very Short History*. Brookings Institution Press, 2017. ISBN: 978-0815727613.

V. Assessments

WHAT	WHEN	WORTH
Before and After	Jan 11 and April 22	Point Penalty for non-Submission (-5)
WEEKLY POSTS Answering the questions posted in Webcourses.	Submitted weekly, on the Sunday night preceding the coming Monday seminar.	40 points
SEMINAR LEADERSHIP (Oral summary of the main points of the assigned readings and articulation of a thoughtful question or challenge.)	Students take turn to introduce segment of assigned readings.	20 points
ORAL DEFENSE Presentation of a book review or essay making an argument about a specific question.	April 22 or April 29	10 points
RESEARCH REPORT In the form of a book review or research essay making an argument about a specific question.	Three days after your oral presentation	30 points

The grade totals in the Canvas Grade Book can be terribly misleading. To figure out your standing in the course, follow the simple method described below.

Enter your personal scores for these values:

	Before/After	(over 0 points but point penalty for non-submission)
+	Weekly Post aver.	(over 40 points)
+	Seminar Leadership	(over 20 points)
+	Oral Presentation	(over 10 points)
+	Book Review or Essay	(over 30 points)
=	Total Points Earned	(over 100 points)

Then convert that numerical total into a letter grade in accordance with the Grading Scale below.

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

Weekly Posts

A written text (500 to 600 words) summarizing and evaluating the week's reading. Students post their entries in a the Weekly Discussion Board in Webcourses by the Sunday evening preceding the Monday evening the seminar meeting. Post will be scored for content (roughly 75%) and for writing (roughly 25%).

Seminar Leadership

A brief oral presentation (10 minutes) in which the seminar leader summarizes the main points of the assigned readings, make connections and/or contrast with previous readings and articulate a thoughtful question or challenge. The main purpose of the seminar leadership is to launch the group's discussion.

Oral Presentation of Book Review/Essay

Students orally present the main elements of their book review or essay for no more than 20 minutes followed by a question and answer session. Brevity, clarity of presentation, coherence of structure and ability to effectively address questions and objections from the audience are key features of good presentations.

Book Review or Essay

A text of 2,500 to 4,000 words either reviewing a relevant book (instructor's acceptance required) or building an argument in answer to a specific question. The written book review is submitted electronically to the instructor no later than two days after the student's oral presentation. The written text is expected to address the main objections or remarks made to the students during the oral presentation.

VI. Course Credits and Grading Scale

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

VII. Schedule of Meetings and Readings

Week 1, Jan 7: Introduction

Week 2, Jan 14: Sandel, chapters 1-3.
Alacevich, Introduction and chapter 1.

Week 3, Jan 21: UCF Holiday: Martin Luther King Jr.

Week 4, Jan 28: Sandel, chapters 4;6 8.
Alacevich, chapters 3-4.

Week 5, Feb 4: Sandel, chapters 9-10
Alacevich, chapters 5-6
Lindbloom, "The Market as Prison" in Files, Assigned Readings

Week 6, Feb 11: Kymlicka, Preface, Introduction, chapter 3 Liberal Equality

Rawls:
Dworkin:
Politics of Liberal Equality:

Week 7, Feb 18: Kymlicka, chapter 4 Libertarianism

Week 8, Feb 25: Kymlicka, chapter 5 Marxism

Week 9, Mar 4: Kymlicka, chapter 9 Feminism (pp. 377-98 only)

Week 10, Mar 11: **Spring Break**

Week 11, Mar 18: Singer, *One World Now*, Preface, chapter 1-2

Week 12, Mar 25: Singer, *One World Now*, chapters 3-4

Week 13, Apr 1: Singer, *One World Now*, chapters 5-6

Week 14, Apr 8: Research Consultation with the instructor

Week 15, Apr 15: Research Consultation with the instructor

Week 16, Apr 22: Oral presentations; followed by final text submission of book review/essay seven days later.

Week 17, April 29: Oral presentations; followed by final text submission of book review/essay two days later.

VIII. Grade Dissemination

Grades will be posted on Webcourses@UCF.

IX. Course Policies

Late Work Policy:
There are no make-ups for missing weekly seminar discussion. One justified absences from these exercises will be excused without point penalty. A penalty of two course points 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

Papers are graded individually (unless a pair of students elects to write a common paper). A grading matrix for the research report is distributed in due time.

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. Policy Statements

Make-up Exams and Assignments
Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.
Can't make the deadline for other reasons than those listed above? Contact the instructor with an explanation and a request for a specific deadline extension.

Academic Integrity
Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.

- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.
- ***Marien's own addition to UCF policy:*** the listing of works cited not materially used in a post or essay also constitutes a breach of academic honesty. It misrepresents the depth of research done.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

Turinitin.com:

In this course the instructor may 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 to Turnitin at his discretion. Student found guilty of plagiarism will receive a failing grade for the entire course and may incur additional penalties.

In particular, weekly postings must be original. To ensure originality, students are not able to view classmates' posts before they have themselves posted in the Discussion Board. Students are also not able to edit their postings after having posted it in the Discussion Board. **It is strongly recommended that you compose your post in a word processing file, review it there for content and style and only then paste the final product in the Discussion Board.**

Tests are individual exercises with open access to the materials but limited time to answer the questions.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in

this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. You CAN Survive an Active Shooter

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.