COURSE OUTLINE

POT 4066-DW60
Summer 2018
Contemporary Political Theory

Department of Political Science
College of Sciences, University of Central Florida
3 credit hours

Instructor: Dr. Daniel Marien, Daniel.Marien@ucf.edu
Teaching Assistant: Peyman Asadzade, Peyman.Asadzade@Knights.ucf.edu

Office Hours: make appointment via email for a phone conversation.
The instructor is available any day of the week and would be please to talk to you.
There is no need to cancel work or skip class for us to talk over the phone.

I. Course Description

This course critically examines political theories of social justice. We explore three broad approaches to answering this central question in politics: What is fair or just in society? What is not?

One approach is based on the promotion of individual freedom. Another focuses on the maximization of pleasure or utility. A third is shaped by the pursuit of virtue, i.e. a notion of the good life. Each broad approach can spawn multiple variants.

We use one book and a set of other readings from a range of authors to guide us in this exploration. Harvard University political theorist Michael Sandel introduces us to a variety of theories on social justice. He closes his book by presenting an argument for a communitarian viewpoint. We also read excerpts from a book, authored by the late economist Milton Friedman, from the University of Chicago, and his wife Rose articulating a broadly libertarian viewpoint. A few others will also contribute to our reflections. Film and other video documents may also be occasionally assigned.

Students take weekly quizzes, post weekly answers to discussion questions and engage class participants with respectful disagreements (ECP) at least four times during the semester.

Overall, this course provides an exciting opportunity to enlarge and enrich how we make judgments about the central questions of what is just and unjust, fair and unfair in policy, society, and economy. You may look at it as education for enlightening judgments about fairness and unfairness.

II. Course Materials

You will need to procure the following:

Michael Sandel, *Justice: What's the Right Thing to Do?* New York: Farrar, Straus and Giroux, 2009, ISBN: 978-0-374-5350-5. Also available in electronic format.

Additional assigned readings will be uploaded in Webcourses, under Files, under B) Additional Assigned Readings.

III. Basic Course Expectations

Students are expected to: (1) always have a working connection to the internet; (2) to promptly procure the textbook; (3) to log-on to the course's website at least twice a week via the Home Page. The Home Page is where you will find updates, general feedback and other useful information; (4) to take quizzes and submit postings in due time in normal circumstances; (5) to engage class participants in a respectful manner meeting the ECP standards (see Files, Grading Standards); (6) to respect the rules of academic honesty, in particular never to present text not their own as their own wording.

IV. Student Learning Objectives

LO-1: Students will be able to describe with a high degree of accuracy the themes, assumptions, ideas, and practical conclusions of three broad approaches to the concept of justice: utility, liberty and virtue and their respective variants.

LO-2: Students will be able to accurately apply the three foregoing approaches to specific, concrete and controversial issues not discussed in the Sandel's and Friedmans' texts.

To demonstrate abilities in critical thinking, effective communication and writing, and attentive reading

V. Assessment Overview

Assessment Overview

WHAT	WHEN	POINTS
Before Course Perception of Ideologies This serves to free up your financial aid. **After Course Perception of Ideologies**	Friday 5/18: 11:59pm Attach file in Dropbox Friday 7/9: 11:59 PM Attach file in Dropbox	**2** **3**
Weekly Quiz Average Each quiz is over 40 points. The average is used to compute the final course grade	Week 1-4 (5/14 to 6/11) Week 6-8 (6/19 to 7/9) by Monday Evenings 11:59 P.M.	**40**
Weekly Discussion Post Average Each weekly post is scored over 25 points. The average is used to compute the final course grade	Week 1-4 (5/14 to 6/11) Week 6-8 (6/19 to 7/9) by Monday Evenings 11:59 P.M.	**25**
Four ECP Posts Engaging class participants with respectful and well thought out disagreements on their	Anytime before 7/9) Start your post with the mention ECP	**10** 2.5 points for each post meeting the standards explained in Files under Grading Standards.

answers to Evaluation Questions. Each post should have a minimum of 200 words.		
Mid-term Brief Essay 1,000 to 1,500 words On one of several pre-set questions with assigned sources	Week 5 due Monday June 18 at 11:59 PM Upload a file in Dropbox	**10**
Final Brief Essay 1,000 to 1,500 words On one of several pre-set questions with assigned sources	Week 9 due Monday July 16 at 11:59 PM Upload a file in Dropbox	**10**
TOTAL		**100**

HOW TO FIGURE YOUR FINAL COURSE GRADE:

Enter your personal scores for these values:

Before/After + Quiz Average + Weekly Post Average + ECP + Mid-term Essay + Final Essay = Total in points over 100.

(Note that a single weekly quiz and a single weekly post only grant a fraction of a course point since there are several such quizzes and post and their scores are averaged out at the end of the semester. By contrast, the After/Before, ECP and midterm and final essay submissions grant full course points. You do not want to miss on those.)

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

Grading Scale (%)	
94-100	A
90-93	A-

Grading Scale (%)	
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

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 beyond English Composition.

VII. Course Credits

3 credits

VIII. Course Schedule

Always check the Home Page for updates, general feedback and other useful information. Changes are not likely, but, if they occur, they will be limited. Nevertheless not paying attention to announced change might hurt your grade.

The Weekly Discussion Board always updates the Course Outline: in case of a discrepancy between the Course Outline and the Discussion Board of the week, the Board is correct.

Week 1, Monday May 14 to Monday May 21: Utilitarianism: the Greatest Happiness of the Greatest Number

Turn in your BEFORE course submission before Friday 5/18 at 11:59 PM

Read the Course Outline.

Read Sandel, chapters 1 and 2.

Take the Quiz and post your answers in the Week 1 Discussion Board (before Monday evening May 21at 11:59 P.M.). Submissions will be accepted until Monday 5/28 to accommodate students delayed in procuring the textbook.

Instructor's Remarks and or video documents may occasionally be assigned on any given week. Follow the instruction in the Weekly Discussion Board. The Weekly Discussion Board updates the Course Outline.

This sequence of quiz and discussion questions is repeated weekly with the exception of Week 5 (Mid-term Essay) and Week 9 (Final Essay).

Week 2, May 22 to May 28: Libertarianism

Read Sandel, chapter 3 Libertarianism
Milton and Rose Friedman, chapter 1 The Power of the Market

Week 3, May 29 to June 4: Markets and Morals

Read Sandel, chapter 4

Week 4, June 5 to June 11: Market: Freedom or Constraint?

Milton and Rose Friedman, chapter 2, pages 64-69 only.
Lindbloom, "The Market as Prison."

Week 5, June 12 to June 18: Mid-term Essay

Select one of the pre-set essay questions; read the assigned materials for this question; compose an essay (1,000 to 1,500 words) answering the question on the basis of the assigned materials; submit a file in the Dropbox by Monday June 18 at 11:59 PM. Label your file with last name, ex.: NAME_Midterm.

Week 6, June 19 to June 25: Equalities

Milton and Rose Friedman, chapter 5 Created Equal
Sandel, chapter 6, Rawls

Week 7, June 26 to July 2: Virtue and Loyalty

Sandel, chapters 8 and 9.

Week 8, July 3 to July 9:
Communitarian and Libertarian Agendas

Sandel, chapter 10
Milton and Rose Friedman, chapter 10, especially pages 290-310.

Week 9, July 10 to July 16: Final Essay

Select one of the pre-set essay questions; read the assigned materials for this question; compose an essay (1,000 to 1,200 words) answering the question on the basis of the assigned materials; submit a file in the Dropbox by Monday July 16 at 11:59 PM.

Label your file with last name, ex.: NAME_Midterm.

IX. 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.

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.**

Quizzes 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.