COURSE OUTLINE

POT 3302 - DO60 (57365), Summer 2026

Modern Political Ideologies

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

Instructor: Dr. Daniel Marien. Contact at Daniel.Marien@ucf.edu or via course email.

Graduate Teaching Assistants: TBA. Contact via course email.

Zoom Office Hours:

Mondays, noon to 1:30 PM

OR by special appointment.
Schedule an appointment via email for a Zoom meeting.
The instructor is available any day of the week and would be pleased to talk with you.
There is no need to cancel work or skip class for us to talk over Zoom.

The truth is rarely pure and never simple.
Oscar Wilde

I. Course Description

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

Some 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 social practices in response to feminism.

However, 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. Think of the cruel internment of millions of so-

called “dissidents” in Soviet labor camps in the name of building a workers’ paradise.

In brief, this course examines the ideas articulated by the ideologies that influenced, and are influencing, global politics in the 20th and 21st century.

II. Course Materials: one textbook and (free) access to *Yellowdig.*

You will need to have ready access to the following textbook:

Terrence Ball, Richard Dagger, Daniel O’Neill and Jennet Kirpatrick
Political Ideologies and the Democratic Ideal.
Routledge, **12th edition**, ISBN: 978-1-03-220446-8.
AVOID EARLIER EDITIONS
(The 12th edition contains updated information on which you will be queried.)

ALSO avoid a different book by the same authors with a somewhat similar title, namely: “*Ideals and Ideologies: A Reader*.”

IN ADDITION TO THE TEXTBOOK, we will also use an electronic platform called *Yellowdig* to facilitate discussion on issues of evaluation among participants (for Part B Tasks). This platform presents advantages over Webcourses for that purpose. (We will also use Webcourses for quizzes and Part A questions). UCF students access Yellowdig free of charge.

III. Basic Course Expectations

Students are expected to: (1) always have a working connection to the internet; (2) to promptly procure the textbook and access; (3) to take quizzes and submit Part A and Part B answers in due time in normal circumstances; (4) to respect the rules of academic honesty, never to present text not their own as their own wording. (5) In most cases to paraphrase contents from the textbook rather than use direct quotes. Quotes can be used, but sparingly. Quoting is sometimes the most effective thing to do, particularly when dealing with concept definitions. But quotes should normally not amount to more than 10 to 15% of your text. (6) The use of Artificial Intelligence (AI) for the composition of your posts is forbidden.

IV. Student Learning Outcomes

LO-1: Students will be able to describe with a high degree of accuracy the central values, main ideas, and assumptions of the major political ideologies influencing the modern political world, namely: liberalism, libertarianism, conservatism, Nazism/fascism, communism, social-democracy, green politics, feminism, identity politics, and radical Islamic fundamentalism.

LO-2: Students will be able to describe with a high degree of accuracy how the triadic model of freedom (agent, obstacle, goal) structures all ideologies despite their differences in contents.

LO-3: Students will be able to describe with a high degree of accuracy how ideologies arbitrarily and uncritically fix and reduce what are multidimensional, equivocal, and essentially contested concepts such as democracy, liberty, equality, and human nature.

LO-4: Students will be able to demonstrate sophisticated critical thinking in Part B posts in Yellowdig.

V. Assessment Overview

NOTE ON THE SCHEDULE AND DUE DATES

The semester unfolds for 9 course weeks.
Every "*course week*" starts on a Wednesday and ends the following Tuesday.

Week 1 starts on Wednesday 5/13 and ends on Tuesday 5/19.

Week 2 starts on Wednesday 5/20 and ends on Tuesday 5/26.

Week 3 starts on Wednesday 5/27 and ends on Tuesday 6/2.

Week 4 starts on Wednesday 6/3 and ends on Tuesday 6/9.

Week 5 starts on Wednesday 6/10 and ends on Tuesday 6/16.

Week 6 starts on Wednesday 6/17 and ends on Tuesday 6/23.

Week 7 starts on Wednesday 6/24 and ends on Tuesday 6/30.

Week 8 starts on Wednesday 7/1 and ends on Tuesday 7/7.

Week 9 starts on Wednesday 7/8 and ends on Tuesday 7/14.

The weekly Quiz, Part A answers and Part B posts are always due on Tuesdays.

Before-Course Perception of Ideologies is due on Friday 5/15 (this frees up financial aid) but is accepted until Tuesday, 5/19.

After-Course Perception of Ideologies is due on Wednesday 7/15. **This is the last assignment in this course. This deadline is not flexible.**

Two electronic platforms:

Webcourses for the weekly quiz and for answering Part A reading comprehension questions. Webcourse is basically where you demonstrate you understood the week's readings.

Yellowdig for Part B is where you evaluate the readings and make sense of it in conversation with other class participants.

(1) answering the instructor's evaluation question for that week. .

(2) formulating your own original critical thinking question concerning the week's readings. It is recommended that you do this before the last minute. This maximizes your chance of receiving answers and comments from your classmates. You receive points for attracting comments from other class participants.

Yellowdig is basically where you reflect on the reading's meaning in dialogue with class participants after you have demonstrated understanding of the material in the preceding quiz and Part A. More detail about how to post and earn points n Yellowdig is available in Files under Part B Yellowdig.

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Assessment Overview

WHAT? Description	WHEN? Deadlines	WORTH Course Points	WHY? Purpose
Before Course Perception of Ideologies	Friday 5/15, 11:30pm Upload a file in Webcourses:	**1**	Free up your financial aid and prepare your After-Course Statement.
Weekly Quiz Average Each quiz is over 58 points. An average is used to compute the final course grade.	Weeks 1-9 by Tuesday Evenings 11:30 P.M.	**58**	Verify mastery of subject matter with multiple choice questions.
Weekly Discussion Post Average **Part A** **Reading Comprehension** **In Webcourses** Each weekly post is over 20 points. An average is used to compute the final course grade.	Weeks 1-9 by Tuesday Evenings 11:30 P.M.	**20**	Articulate and summarize in your own words a key concept selected by the instructor.
Weekly Discussion Post Average **Part B** **Evaluation** **In Yellowdig**	Weeks 1-9 By Tuesday Evenings.	**20**	Develop evaluation of assigned material through discussion

Each set of weekly posts is over 20 points. An average is used to compute the final course grade.	This deadline is not flexible.		with other class participants.
After Course Perception of Ideologies	Wednesday 7/15, 11:30 PM Upload file in Webcourse. This deadline is not flexible.	**1**	Students reflect on, and evaluate, their learning.
TOTAL		**100**	

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

As a matter of policy, I do not round up (or down) numerical scores before converting them to letter grades.

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

The Weekly Discussion Board (labelled "Part A Questions" in Webcourses) updates the Course Outline: in case of a discrepancy between the Course Outline and the Webcourses Weekly Discussion Board ("Part A Questions") of the week, the Weekly Discussion Board is correct.

Week 1, What is Ideology?

NOTE: Instructor's Remarks and/or video documents will occasionally be assigned on any given week in addition to the textbook. Follow the instructions given in the Weekly Discussion Board, Part A.

DEADLINES:

BEFORE COURSE submission by Friday 5/15 at 11:30 PM,
Upload a Word or pdf file.

Quiz and Part A and part B: due on Tuesday, 5/19 at 11:30 pm.

Consult the Guide to Part A questions in Files.
Consult the Guide to post in Yellowdig in Files.

Read the Course Outline and Guide to Part A and Guide to Part A and B in Files.
Read Ball et al., chapter 1.

Week 2, What is Democracy?

DEADLINE:

Quiz and Part A and part B: due on Tuesday, 5/26 at 11:30 pm.

Read Ball et al., chapter 2.

Week 3, Liberalism

DEADLINE:

Quiz and Part A and part B: due on Tuesday, 6/2 at 11:30 pm.

Read Ball et al., chapter 3 Liberalism.

Week 4, Conservatism

DEADLINE:

Quiz and Part A and part B: due on Tuesday, 6/9 at 11:30 pm.

Read Ball et al., chapter 4 Conservatism.

Week 5, Socialism I

DEADLINE:

Quiz and Part A and part B: due on Tuesday, 6/16 at 11:30 pm.

Read Ball and Dagger, chapter 5.

Week 6, Socialism II

DEADLINE:

Quiz and Part A and part B: due on Tuesday, 6/23 at 11:30 pm.

Read Ball and Dagger, chapter 6.

Week 7, Fascism

DEADLINE:
Quiz and Part A and Part B: Monday, 6/30 at 11:30 pm.

Read Ball et al. chapter 7.

Week 8, Identity Politics

DEADLINE:
Quiz and Part A and part B: due on Tuesday, 7/7 at 11:30 pm.

Read Ball et al. chapter 8.

Weeks 9, Green Politics + Radical Islam

DEADLINE:

Quiz and Part A and part B: due on Tuesday, 7/14 at 11:30 pm.

Read Ball et al. chapters 9 and10.

IX. Policy Statements

Notifications in Case of Changes to Course Modality
Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification
Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness
If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or email in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement
Accommodation may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor

and should contact sas@ucf.edu to discuss specific accommodation for this or other courses.

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 quizzes.

Cannot make the deadline for other reasons than those listed above? Contact the instructor with an explanation **and** a request for a specific deadline extension. I cannot accept open-ended extension requests. Note also that my flexibility on deadlines diminishes with the approach of the end of the semester. **I cannot accept Part A posts in my email. They must be submitted in Webcourses. An extension allows you to submit your Part A post in Webcourses and nowhere else.**

NOTE regarding Part B: I cannot give extensions in Part B. Yellowdig is a platform for exchange between participants. There is no point in joining a conversation that happened last week, after other participants have already moved on to another topic. If you have a major impediment hindering you from completing a weekly task in Yellowdig (such as surgery, illness, accident, bereavement, anxiety peak, etc.), you need to email me with an explanation and documentation. The best I can do for you then is to not count that missing Part B submission in the computation of your final course grade. Such exemptions will be limited **to a maximum of one week**. Note also that Yellowdig has a built-in opportunity to catch up on missed submissions or week performance. For more detail, see the Guide for Posting in Part B.

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 violating* academic behavior standards.
- ***Marien's addition to UCF academic integrity policy:***
    - the listing of works cited but not materially used in a post or essay also constitutes a breach of academic honesty. It misrepresents the depth of research done.
    - The use of outside sources without proper citations is a breach of academic integrity.
    - The use of AI to compose a post is strictly forbidden. I want you to develop your own abilities and voice as an author. Copying and pasting AI generated text will not accomplish that.

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. Students found guilty of plagiarism will receive a failing grade for the entire course and may incur additional penalties.

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 them 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 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 people 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 accommodation 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 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 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 personal identity-sensitive information. If you have any concerns about this, please contact your instructor.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at https://letsbeclear.ucf.edu and http://cares.sdes.ucf.edu/.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – http://oie.ucf.edu/ & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services

- Diversity and Inclusion Training and Events
- UCF Compliance and Ethics Office & complianceandethics@ucf.edu
- Ombuds Office