

APPROVED

RECEIVED

The University of Toledo

NOV 30 2012

New Graduate Course Proposal

COLLEGE OF GRADUATE STUDIES

Contact Person

Phone (XXX-XXX)

Email

College

If Other

Dept/Academic Unit

Alpha/Numeric Code (Subject area - number)

Proposed title

Proposed Effective Term

Is the course cross-listed with another academic unit?

RESM 8380

Approval of other Academic unit (Signature and title)

Is the course offered at more than one level?

If yes, an undergraduate course proposal form must also be submitted. If the undergraduate course is new, complete the New Undergraduate Course Proposal; if the undergraduate course is existing, submit an Undergraduate Course Modification Proposal.

Credit hours: Fixed: or Variable: to

Delivery mode:	Primary	Secondary	Tertiary
Activity Type	<input type="text" value="Seminar"/>	<input type="text"/>	<input type="text"/>
Minimum Credit Hours	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>
Maximum Credit Hours	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>
Weekly Contact Hours	<input type="text" value="2.5"/>	<input type="text"/>	<input type="text"/>

Terms Offered Fall Spring Summer

Years offered

May the courses be repeated for credit?

Maximum hours:

Are students permitted to register for more than one section during a term?

Grading system:

Prerequisites (must be taken **before**): e.g., C or higher in BIOE 4500 or BIOE 5500 and C or higher in MATH 4200, etc.

Permission

Co-requisites (must be taken **together**):

Catalog Description (75 Words Maximum)

The purpose of this course is to explore methods of and approaches to normative theory construction. The central goal of the course is to equip doctoral students in the field of educational theory and social foundations, among other students whose fields engage in normative theory, the understanding and skill necessary to engage in normative theory construction. Normative theory refers to systematic moral, political, social, and educational conceptions that rationally account for and justify what ought to be (rather than empirical theory that accounts for what is). In the discipline of normative theorizing a number of methods of and approaches to theory construction have been developed as a means to the development and analysis of normative theory. There are two main general approaches to theory construction in this field: deontological and teleological approaches.

Attach a syllabus and an electronic copy of a complete outline of the major topics covered. Click [here](#) for the template.

Course Approval

Department Curriculum Authority	<input type="text" value="Dale T. Swanson"/>	Date	<input type="text" value="10/19/12"/>
Department Chairperson	<input type="text" value="William M. Gray"/>	Date	<input type="text" value="2012-Oct-19"/>
College Curriculum Authority or Chair	<input type="text" value="Dale T. Swanson"/>	Date	<input type="text" value="11/26/12"/>
College Dean	<input type="text" value="Barbara J. Beyer"/>	Date	<input type="text" value="11.27.12"/>
Graduate Council	<input type="text" value="P. H. ..."/>	Date	<input type="text" value="1-22-2013"/>
Dean of Graduate Studies	<input type="text"/>	Date	<input type="text"/>
Office of the Provost	<input type="text"/>	Date	<input type="text"/>

For Administrative Use Only

Effective Date	<input type="text"/>
CIP Code	<input type="text"/>
Subsidy Taxonomy	<input type="text"/>
Program Code	<input type="text"/>
Instruction Level	<input type="text"/>

The University of Toledo

TSOC/RESM 8380

Methods of Normative Theory Construction

Dale T. Snauwaert, Ph.D.

Professor, Educational Theory and Social Foundations

Phone: 429-530-2478

email: dale.snauwaert@utoledo.edu Office: Gillham 5000C

Office Hours:

Course Description

The purpose of this research methods course is to explore prominent methods and approaches to normative theory construction. Normative theory refers to systematic moral, political, social, and educational conceptions that rationally account for and justify what *ought* to be (rather than empirical theory that accounts for what is). A theory of justice, for example, is a normative theory, in that it rationally accounts for and justifies a conception of standards of right and/or good that social policy and practice *should* comply with in order to be legitimate. In the discipline of normative theorizing a number of methods of and approaches to theory construction have been developed as a means to the development and analysis of normative theory. These methods and approaches constitute the research tools in the field of educational theory and social foundations, among other fields of inquiry. There are two main general approaches to theory construction in this field: deontological and teleological approaches; the deontological approach includes the Social Contract and Discourse Ethics traditions, while the teleological approach includes Moral Realism (Natural Law), Utilitarianism, Pragmatism, the Capabilities Approach, and Interpretive/Communitarian traditions. Each one of these traditions employs a different method of normative theory construction, centrally including methods of normative justification. The central goal of the course is to equip doctoral students in field of educational theory and social foundations, among other students whose fields engage in normative theory, the understanding and skill necessary to engage in normative theoretical research.

Objectives

- (1) Students will demonstrate a critical understanding of the nature of the methods of and approaches to normative theory construction through the direct application of those methods to normative theory development, analysis, and justification;
- (2) Students will demonstrate skill in the application of the methods of and approaches to normative theory construction through the development, analysis, and justification of specific normative theories.

Required Texts

- Dewey, J. (1946). *Problems of men*. New York: Philosophical Library.
- Dewey, J., Edited by D. F. Koch (1998). *Principles of instrumental logic: John Dewey's lectures in ethics and political ethics, 1895-1896*. Carbondale, IL: Southern Illinois University Press.
- Driver, Julia, "The History of Utilitarianism", *The Stanford Encyclopedia of Philosophy* (Summer 2009 Edition), Edward N. Zalta (ed.), <http://plato.stanford.edu/archives/sum2009/entries/utilitarianism-history/>.
- Finnis, J. (1980). *Natural law and natural rights*. Oxford: Oxford University Press.
- Habermas, J. (1984). *The theory of communicative action*. 2 vols. Boston: Beacon Press.
- Habermas, J. (1990). *Moral consciousness and communicative action, Studies in contemporary German social thought*. Cambridge, Mass.: MIT Press.
- Kymlicka, W. (1990). *Contemporary political philosophy*. Oxford: Oxford University Press, chapter 2.
- Maritain, J. (2001). *Natural law: Reflections on theory and practice*. Edited by William Sweet. South Bend, IN: St. Augustine's Press.
- Mill, J. S. (1998). *Utilitarianism*, Roger Crisp (ed.), Oxford: Oxford University Press.
- Nussbaum, M. (1990). Aristotelian social democracy. In B. Douglas, Gerald M. Mara, and Henry S. Richardson (Ed.), *Liberalism and the good* (pp. 203-252). New York: Routledge.
- Nussbaum, M. C. (1992). Human functioning and social justice. *Political Theory*, 20(2), 202-246.
- Nussbaum, M. (1995). Aristotle on human nature and the foundations of ethics. In E. J. Altham, and Ross Harrison (Ed.), *World, mind, and ethics: Essays on the ethical philosophy of bernard williams*. Cambridge: Cambridge University Press.
- O'Neill, O. (2003). "Constructivism in Rawls and Kant." In *The Cambridge Companion to Rawls*, edited by Samuel Richard Freeman, 347-367. Cambridge: Cambridge University Press.
- Rawls, J. (1971). *A theory of justice*. Cambridge: Belknap Press of Harvard University Press, chapters 1 and 3.
- Rawls, J. (1993). *Political liberalism*. New York: Columbia University Press, Lectures 3, 4, and 6.
- Rawls, J., and S. R. Freeman. (1999). *Collected papers*. Cambridge, Mass.: Harvard University Press, chapters 1, 2, 16, 20 and 26.
- Rawls, J., & Kelly, E. (2001). *Justice as fairness: A restatement*. Cambridge, Mass.: Harvard University Press, Parts 1 and 3.
- Rawls, J., and S. R. Freeman. (2007). *Lectures on the history of political philosophy*. Cambridge, Mass.: Belknap Press of Harvard University Press, Lectures on Hume, Mill, and Sidgwick.
- Scanlon, T. M. (2003). "Rawls on Justification." In *The Cambridge Companion to Rawls*, edited by Samuel Richard Freeman, 139-167. Cambridge: Cambridge University Press.
- Sen, A. (2009). *The idea of justice*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press.

Walzer, M. (1983). *Spheres of justice: A defense of pluralism and equality*. New York: Basic Books.

Walzer, M. (1987). *Interpretation and social criticism*. Cambridge: Harvard University Press.

Recommended readings are listed under each topic in the Course Outline below

Pedagogical Approach and Assessment of Learning

The class is structured by and employs a pedagogy of reflective inquiry. This pedagogy calls upon students to engage in critical reflection and inquiry to formulate and deepen understanding and skill based upon a deep comprehension of the subject matter. To elaborate, the pedagogy includes four dimensions: (1) the acquisition and deepening of background knowledge; (2) the understanding of a broad professional and philosophical vocabulary, including key concepts; (3) deep comprehension; and (4) application, including critical analysis. The following **required activities** instantiate these pedagogical dimensions:

1. **Readings, Lectures, and Notes:** background knowledge and comprehension will be acquired and deepened through *reading* the course readings, which constitute an inquiry and dialogue with leading normative theorists. Careful, thoughtful reading of the course materials and attention to lectures and notes is essential to the development of background knowledge and comprehension.

2. **Critical Reviews:** all four of the pedagogical dimensions will be developed through the writing of critical reviews of each of the main traditions of normative theory construction. Each critical review consists of thoughtful responses to the following questions:

- a. What are the main ideas regarding the methodological approach?
- b. What are the key concepts and how are they defined and conceptualized?
- c. What are the main supporting arguments for the methodological approach?
- d. Do you find the methodological and supporting arguments compelling, convincing? Why?
- e. Provide at least one example of the application of the methodological approach—construct an argument or analysis of a specific normative issue from the perspective of the methodological approach under review.

The critical review should be organized by these questions, with a section for each question, a-e.

You are **required to complete seven critical reviews**, one for each topic as follows:

- a. Moral Realism
- b. Utilitarianism
- c. Pragmatism
- d. Capabilities

- e. Social Contract
- f. Discourse Ethics
- g. Communitarian (see specifics below under Outline)

Each critical review should be approximately 5-7 pages in length. *Questions d and e require that you support and defend your opinion.*

3. Discussions and Dialogue: all four of the pedagogical dimensions will be developed through discussion and reflective dialogue. Discussion will occur through the formulation and articulation of questions and thoughtful responses to questions formed and articulated by your instructor and classmates.

- a. To foster dialogue you will formulate and articulate a discussion question (or questions – at least one question is required, but you are invited to post more) for each of the six topics above. Once you have formulated your question you will present your question in class. These questions can be questions of clarification, however, analytic questions are preferred and encouraged. Attempt to ask questions that probe, analyze, interrogate, and/or infer.

4. Final Project: The final project will consist of an article length paper, approximately 20 pages, which articulates and justifies a choice of normative methodology/approach from the seven perspectives studied in the course and applies that methodology to the construction of a theoretical argument that defends a specific normative proposition. For example, a Rawlsian social contract approach to the question of equal educational opportunity.

References

The following referencing systems can be used:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

The Chicago manual of style (15th ed.). (2003). Chicago: University of Chicago Press.

Other appropriate scholarly apparatus

Grading Policy

Performance in the course will be evaluated in terms of the following: active and thoughtful class participation (10% of the grade), critical reviews (50%) final project (30%), and a oral presentation of one's final project (10%).

Course Outline

I Introduction—the nature of normative theory

II Teleological Approaches

1. Moral Realism

Required Reading

Finnis, J. (1980). *Natural law and natural rights*. Oxford: Oxford University Press.

Maritain, J. (2001). *Natural law: Reflections on theory and practice*.

Edited by William Sweet. South Bend, IN: St. Augustine's Press.

Further Reading

Maritain, J. (1951). *Man and the state, Charles R. Walgreen Foundation lectures*.
Chicago: University of Chicago Press.

Maritain, J. (1958). *The rights of man and natural law*. London: Geoffrey Bles.

2. Utilitarianism

Required Reading

Driver, Julia, "The History of Utilitarianism", *The Stanford Encyclopedia of Philosophy*
(Summer 2009 Edition), Edward N. Zalta (ed.),

<http://plato.stanford.edu/archives/sum2009/entries/utilitarianism-history/>.

Mill, J. S. (1998). *Utilitarianism*, Roger Crisp (ed.), Oxford: Oxford University Press.

Kymlicka, W. (1990). *Contemporary political philosophy*. Oxford: Oxford University
Press.

Rawls, J., and S. R. Freeman. (2007). *Lectures on the history of political philosophy*.
Cambridge, Mass.: Belknap Press of Harvard University Press, Lectures on
Hume, Mill, and Sidgwick.

Further Reading

Bentham, J. (1907). [PML] *An introduction to the principles of morals and legislation*.
Oxford: Clarendon Press.

Mill, J. S., D. Bromwich, and G. Kateb (2003). *On liberty, Rethinking the Western
tradition*. New Haven: Yale University Press.

3. Capabilities—the comparative assessment of justice

Required Reading

- Sen, A. (2009). *The idea of justice*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press.
- Nussbaum, M. (1990). Aristotelian social democracy. In B. Douglas, Gerald M. Mara, and Henry S. Richardson (Ed.), *Liberalism and the good* (pp. 203-252). New York: Routledge.
- Nussbaum, M. C. (1992). Human functioning and social justice. *Political Theory*, 20(2), 202-246.
- Nussbaum, M. (1995). Aristotle on human nature and the foundations of ethics. In E. J. Altham, and Ross Harrison (Ed.), *World, mind, and ethics: Essays on the ethical philosophy of bernard williams*. Cambridge: Cambridge University Press.

Further Reading

- Nussbaum, M. C., & World Institute for Development Economics Research. (1987). *Non-relative virtues: An Aristotelian approach*. Helsinki, Finland: The Institute.
- Nussbaum, M. C. (1999). *Sex & social justice*. New York: Oxford University Press.
- Nussbaum, M. C. (2000). *Women and human development: The capabilities approach*. Cambridge ; New York: Cambridge University Press.
- Nussbaum, M. C. (2006). *Frontiers of justice: Disability, nationality, species membership*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press.
- Sen, A. (1992). *Inequality reexamined*. New York, Cambridge, Mass.: Russell Sage Foundation; Harvard University Press.
- Sen, A. (2001). *Development as freedom*. Oxford ; New York: Oxford University Press.
- Sen, A. (2002). *Rationality and freedom*. Cambridge, Mass.: Belknap Press.

4. Pragmatism

Required Reading

- Dewey, J. (1946). *Problems of men*. New York: Philosophical Library.
- Dewey, J., Edited by D. F. Koch (1998). *Principles of instrumental logic: John Dewey's lectures in ethics and political ethics, 1895-1896*. Carbondale, IL: Southern Illinois University Press.

Further Reading

- Dewey, J. (1927). *The public and its problems*. New York: H. Holt and Company.
- Dewey, J. (1948). *Reconstruction in philosophy*. Boston: Beacon Press.
- Moore, E.C. (1961). *American pragmatism: Peirce, James and Dewey*, New York: Columbia University Press.
- Rorty, R. (1991). *Objectivity, relativism and truth*. Cambridge: Cambridge University Press.

5. Interpretive/Communitarianism

Required Reading

- Walzer, M. (1983). *Spheres of justice: A defense of pluralism and equality*. New York: Basic Books.
- Walzer, M. (1987). *Interpretation and social criticism*. Cambridge: Harvard University Press.

Further Reading

- Orend, B. (2000). *Michael walzer on war and justice*. Montreal; Ithaca, N.Y.: McGill-Queen's University Press.
- Sandel, M. J. (1982). *Liberalism and the limits of justice* Cambridge: Cambridge University Press.
- Walzer, M. (1995). *Toward a global civil society*. Providence: Berghahn Books.
- Walzer, M. (1996). *Thick and thin: Moral argument at home and abroad*. South Bend, IN: Notre Dame University Press.
- Walzer, M. (1997). *On toleration*. New Haven: Yale University Press.
- Walzer, M., & Miller, E. B. D. (2007). *Thinking politically: Essays in political theory*. New Haven: Yale University Press.

III Deontological Approaches

6. Social Contract

Required Reading

- O'Neill, O. (2003). "Constructivism in Rawls and Kant." In *The Cambridge Companion to Rawls*, edited by Samuel Richard Freeman, 347-367. Cambridge: Cambridge University Press.
- Rawls, J. (1971). *A theory of justice*. Cambridge: Belknap Press of Harvard University Press, chapters 1 and 3.
- Rawls, J. (1993). *Political liberalism*. New York: Columbia University Press, Lectures 3, 4, and 6.
- Rawls, J., and S. R. Freeman. (1999). *Collected papers*. Cambridge, Mass.: Harvard University Press, chapters 1, 2, 16, 20 and 26.
- Rawls, J., & Kelly, E. (2001). *Justice as fairness: A restatement*. Cambridge, Mass.: Harvard University Press, Parts 1 and 3.
- Scanlon, T. M. (2003). "Rawls on Justification." In *The Cambridge Companion to Rawls*, edited by Samuel Richard Freeman, 139-167. Cambridge: Cambridge University Press.

Further Reading

- Freeman, S. R. (2007). *Justice and the social contract: Essays on Rawlsian political philosophy*. Oxford; New York: Oxford University Press.

- Larmore, C. (2003). "Public Reason." In *The Cambridge Companion to Rawls*, edited by Samuel Richard Freeman, 368-393. Cambridge: Cambridge University Press.
- Pogge, T. (2007). *John Rawls: His life and theory of justice*. New York: Oxford University Press, Chapter 8.
- Rawls, J., & Herman, B. (2000). *Lectures on the history of moral philosophy*. Cambridge, Mass.: Harvard University Press, pages 143-322 (Kant).
- Rawls, J, and S. R. Freeman (2007). *Lectures on the history of political philosophy*. Cambridge, Mass.: Belknap Press of Harvard University Press.
- Weithman, P. (2010). *Why political liberalism? On Rawls's political turn*. New York: Oxford University Press.

7. Discourse Ethics

Required Reading

- Habermas, J. (1984). *The theory of communicative action*. 2 vols. Boston: Beacon Press.
- Habermas, J. (1990). *Moral consciousness and communicative action, Studies in contemporary German social thought*. Cambridge, Mass.: MIT Press.

Further Reading

- Habermas, J. (1996). *Between facts and norms: Contributions to a discourse theory of law and democracy, Studies in contemporary German social thought*. Cambridge, Mass.: MIT Press.
- Hedrick, Todd. 2010. *Rawls and Habermas: Reason, pluralism, and the claims of political philosophy*. Stanford, CA: Stanford University Press.
- Held, David. 1980. *Introduction to critical theory: Horkheimer to Habermas*. London: Hutchinson.

IV Presentations and Conclusion

Statement of Inclusion and Civility

In concert with the University of Toledo's values and expectations, the faculty within the Judith Herb College of Education, Health Science and Human Service upholds the tenets pledged by the University to respect and value personal uniqueness and differences. Specifically, we will actively participate in the initiatives of the University to attract and retain diverse faculty, staff, and students; to challenge stereotypes; and to promote sensitivity toward diversity and foster an environment of inclusion in all curricular and extra-curricular activities.

Hence, all students enrolled in this course will be expected to:

- Promote a collaborative and supportive educational environment in a diverse community
- Treat every individual with kindness, consideration, dignity, and respect regardless of:
 - Gender,
 - Race/ethnicity,
 - Religion,
 - Sexual orientation,
 - Impairment(s)/Disability(ies),
 - Social economic status,
 - Political views, and
 - Other element(s) of diversity

Academic Accommodations/Accessibility

“The University of Toledo abides by the Americans with Disabilities Act (equal and timely access) and Section 504 of the Rehabilitation Act of 1973 (non-discrimination on the basis of disability). If you have a disability and are in need of academic accommodations but have not yet registered with the Office of Accessibility (OA) (Rocket Hall 1820; 419.530.4981; officeofaccessibility@utoledo.edu) please contact the office as soon as possible for more information and/or to initiate the process for accessing academic accommodations. I also encourage students with disabilities receiving accommodations through OA to discuss these with me, after class or during my office hours, so that I may be better informed on how to assist you during the semester” (Faculty resources, 2012, “Academic accommodations,” para. 4).

Academic Honesty

All acts of plagiarism and cheating are significant acts of academic dishonesty and will result in automatic failure in the course and probable dismissal from the university. Make sure that the work you put your name on is in fact your own work.