INR4054_Fall13_Marien_OW_59

University of Central Florida

INR4054 Global Politics of Energy

Fall 2013
Dr. Daniel Marien

Course Information

Dr. Daniel Marien
INR4054_Fa13_Marien_OW_59

OFFICE HOURS	OFFICE LOCATION	OFFICE PHONE NUMBER
Mondays 2:00 p.m. to 6:00 p.m.	UCF Cocoa; Bldg. 3, room 223	321-433-7952
Tuesdays 11:30 a.m. to 1:00 p.m.	UCF Orlando; Philips Hall, room. 302N	407-823-2608
Thursdays 11:30 a.m. to 1:00 p.m.	UCF Orlando; Philips Hall, room. 302N	407-823-2608
Thursdays 4:30 p.m. to 6:00 p.m.	UCF Cocoa: Bldg. 3, room 223	321-433-7952

Instructor email contact: danielmarien@yahoo.com or course email. The yahoo address is likely to yield faster responses. Phoning during office hours is also effective. 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.

You must regularly visit your UCF Knights email account, including the "spam box". The Instructor uses it extensively to communicate with students. Mass emailing occasionally ends in the 'spam" or "junk" box.

Course Contents

Energy and human flourishing will intersect more powerfully in the 21st century than ever before. This course examines the main characteristics of the global energy system, the risks and opportunities associated with it, and the momentous choices faced by governments, citizens, business, and consumers across the globe.

The core long-term challenge to the global system of energy can be stated thus: the world needs more energy, but it can hardly afford more fossil fuel emissions. Man-made climate change and other threats to human health demand a gradual reduction in emissions of greenhouses gases and other toxic substances -- sulfur dioxide, organic volatile compounds, and mercury -- associated with fossil fuels. However, the rapid expansion of alternative energy sources is fraught with technical, economic, political and social challenges.

Other issues of interest include:

1. The politics and policies of energy in various regions of the world.
2. International competition for secure energy resources (particularly in the Middle East, the Caspian Sea region, Africa, and the Arctic).
3. The new frontier in fossil fuels extraction (tar sands, deep sea and Arctic sea drilling, “hydro-fracking” of oil and natural gas, etc.).
4. The reliability and affordability of energy sources.
5. The “oil curse” (the counter-intuitive notion that oil-rich states experience economic and political handicaps because of their oil endowments).
6. Corporate accountability, particularly in cases of spills and other accidents.
7. Popular protest movements related to energy issues.
8. The condition and struggles of indigenous populations in energy producing regions.
9. The challenges of overcoming energy scarcity in the Third World.
10. The challenges of producing international agreements to mitigate climate change.
11. The range of options opened to individual energy consumers to mitigate energy damage to the environment and human health.

Course Structure

Overview

During the first phase or period (weeks 1-11), all course participants discuss the same materials in small groups of three to five students. Weekly assessments include quizzes, answering discussion questions and producing summaries of group answers.

During the second phase or period (weeks 12-14), students individually research a specialized topic related to their respective group's theme and publish their research report on an electronic platform (wiki), thus making it available to all other class participants. Research reports assemble text, images and video clips to explore a specific topic related to the group's broad theme. The key goal here is to present interesting information that is new to the rest of the class and adds breadth to our knowledge of the global politics of energy.

A selection of the best research reports (as determined by group members and the instructor) are assigned as subject matters for the final exam. Only one report per group will be assigned to the final exam.

In this manner, each course participant has an opportunity to share his or her research results with all class members. Each participant also further enlarges his or her knowledge of the global politics of energy -- a very broad subject – with a minimum of readings in a short period of time.

A brief third phase or period is set aside for class participants to become familiar with the reports assigned to examination. The fourth phase or period (Friday December 6th) is reserved for taking the (short) final exam covering only the selected research reports.

First Phase: Additional Information

During the first 11 weeks of the semester, the course introduces all students to key concepts and ideas through a common set of documentary films, readings, quizzes and group discussions. All students read and discuss the same material within their respective group during this period.

During each week of the first period, **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. The quiz and the group-specific Discussion Boards are available from Monday mornings until Wednesday evenings. Quiz taking and answer posting **must** be completed by Wednesday evenings at 11:59 P.M. Students not submitting their own answers will be penalized by the subtraction of course points (-2 per occurrence). The same penalty may be applied for insufficient or mediocre or poorly written answers. These penalties would be subtracted from the group score.

To avoid being suspected of plagiarism and risk a F grade in the course, follow the posting procedures described in the Message function of Webcourses@UCF.

Once the time window for posting individual answers is closed, one group secretary reviews all the group's answers, composes a summary and posts it in the SUMMARIES Discussion Board (available Thursday mornings until Friday evenings). The group

receives a collective grade on this summary. Group members take turn in fulfilling the secretarial task of putting together the group discussion summary. Students who willfully have not contributed to this summary writing task equally with their group mates will be penalized by the subtraction of course points (-2 or more).

Note that students join a group on the first day of the first week on the basis of the specialized research they wish to explore during the second phase of the course.

Students select to join a theme/group from this list:

Group 1: Energy Politics and Policy in the United States

Both federal and state levels politics and policy are of interest here.

Group 2: Energy Politics and Policy in Asia (and great power competition for oil in Africa or the Middle East)

China and India are of particular interest. Also, students wishing to study great powers competition to secure energy resources in Africa should select this group since Chinese businesses and government are particularly active in this area. This is a good theme choice for students interested in diplomacy and international relations.

Group 3: Energy Politics and Policy in Russia, the Caspian Sea Region and the Arctic

Russia is the largest oil exporter in the world today, ahead of Saudi Arabia. (Saudi Arabia still has the largest reserves of conventional oil and is still well located to influence oil prices on short notice.)

Students wishing to study great powers competition to secure energy resources in the Arctic and the Caspian Sea regions should select this group. The Caspian Sea region is the theater of competition between Western European powers, Russia, China and the U.S. The Arctic theater of competition implies Russia, Canada, the United States, Denmark (Greenland) and Norway. This is a good theme choice for students interested in diplomacy and international relations.

Group 4: Energy Politics and Policy in the Third World

Brazil and other emerging countries are of particular interest. So is the challenge of mitigating energy poverty in Africa, Latin America and Asia.

Group 5: Energy Politics and Policy in Oil Exporting Countries of the Middle East and North Africa

The “oil curse” – the counter-intuitive claim that countries largely dependent on oil and gas exports for income suffer economic disadvantages and political distortions -- stands out as the obvious issue. There are others.

Group 6: Energy Politics and Policy in Europe

Europe is heavily dependent on oil and natural gas imports, particularly from Russia and the Middle East. Energy prices are generally much higher than in North America. Because the European Union plays only a secondary role here, the main locus of the continent’s energy policy is to be found in national capitals. National energy policies vary considerably. Coal reserves and actual usage also vary considerably by country. Germany, Sweden and Denmark are of particular interest for this class since they have been engaged for a number of years in sustained policy efforts to shift their energy systems to more environmentally friendly sources. The content of these policies, their concrete impacts so far and their political status (i.e. their popularity or unpopularity) provide interesting subjects. France is currently contemplating similar policy efforts toward greening its energy portfolio. Poland is dreaming of emancipating itself from Russian imports through “fracking.”

Group 7: The New Frontier in Fossil Fuels Extraction

There is a vast store of oil and gas to be extracted at higher economic costs and higher environmental risks and harms in unusual places or through novel methods. Of particular interest are issues related to tar sand oil, oil and natural gas “fracking,” deep sea drilling, and Arctic drilling. The Canadian tar sand development looms very large here. Canada has now become the main source of foreign oil for the United States, in good part because of tar sand oil extraction. Some like to point out that Canada’s oil reserve nearly equals that of Saudi Arabia if the tar sands are included in the estimation. The U.S. is currently experiencing a large increase in natural gas extraction through the controversial methods of “fracking”. But fracking is also used in many other places, notably the Netherlands and Poland. One normative question well worth studying: it is wise to develop these new sources now? Or should societal efforts (R&D funds, human expertise, infrastructure investments, etc.) be rather put in the development of greener energies?

Group 8: Nuclear Energy

The recent accident in Fukushima, Japan, the electrification of France through nuclear energy and the status of nuclear electricity in the United States are of particular interest. Nuclear energy generates no or little greenhouse gases.

However, toxic radioactive wastes live on for thousands of years. Is nuclear energy part of the solution or part of the problem?

Group 9: Indigenous Populations and Energy Production

Indigenous populations living near oil and gas extraction sites are oftentimes exposed to awful toxics. Their health is sometimes gravely undermined. For instance, inordinate numbers of young people are killed prematurely by cancers and other serious illnesses. Ironically, these populations generally draw no or little benefits from modern energy sources. Politically marginalized, indigenous peoples occasionally fight back. Their condition and struggles are largely overlooked by urban oil and gas consumers from the core countries (i.e. people like you and me).

Group 10: Corporate Accountability

Energy corporations consistently promise the safe development of oil, gas and nukes. They also promise to remedy all consequences of accidents. But how do these generous promises compare with actual behavior? Any significant accident could be of interest here, from the famous 1989 Exxon Valdez spill in Alaska to this summer's horrible crude-carrying train derailment killing 47 people in Quebec. (This train was carrying large quantities of tar sand crude extracted from the Bakken formation in North Dakota to a refinery in New Brunswick when it derailed in the middle of small town and ignited a fireball visible from space. For more details on this last one, search the web with these key words: "*Montreal, Maine and Atlantic Railway*" and "*Lac Megantic*.")

Group 11: Protest Movements Related to Energy Issues

Environmental movements are an obvious topic, but so are movements to increase the benefits of energy resource extraction for the local or national population. The latter are sometime derogatorily dubbed "resource nationalism" by conservative academics from energy importing countries such as Daniel Yergin.

Group 12: International Diplomacy and Climate Change Policy

This theme centers on the international diplomacy within the Conference of Parties of the United Nations Framework Convention on Climate Change (1992), especially the Kyoto protocol (1997) and recent efforts to replace it. The efforts to adopt binding limitations on greenhouse gas emissions have been distressingly unsuccessful so far. Recounting the history of these negotiations, analyzing the reasons for their failure and exploring avenues for negotiation successes in the

future provide this group's focus. This is a good theme choice for students interested in diplomacy and international relations.

Group 13: Individual Consumers' Choice and Experience

The U.S. federal political system appears deadlocked on energy policy for the near future. But what can Jane Doe do on her own now to mitigate energy pollution issues? What are the options in the areas of transportation, residential dwelling, and small business activities opened to individuals and the small businesses in the present context? What has been the concrete experience of people who have tried to *"be the change they hope to see happen in the world"* as the expression goes? Clearly a transition to green energy will not happen merely as the result of voluntary choices made by individuals and businesses without the prodding of policy incentives and restraints. Still, some progress may perhaps be achieved through voluntarism and the options for, and concrete experience of, green energy volunteers may be well worth describing.

Second Period: Specialized Research and Publication

During weeks # 12 to # 14 each group member individually researches a specific topic related to his or her group's broad theme and prepares a research report to be published to all other class members on an electronic platform (course wiki).

The week-end of November 2 and 3 is the time to change group/theme is you so wish. Notify the instructor and members from both the old and new group via course email.

Group members pursue an individual research project issuing in an individual research report and earning an individual grade. However, group members coordinate their respective research topic with one another, striving to offer a set of reports covering a wide range of specialized topics under the group's broad theme while avoiding substantial overlap between individual reports.

Taken together the individual reports are referred to as the group report. In other words, the group report is an assemblage of individual research reports discussing different but related topics.

A selection of the best individual research reports are assigned as subject-matter for the final exam by group members and by the instructor. The instructor will accept the group' choice unless the chosen report contains important factual errors or is poorly written.

In this manner, each course participant has an opportunity to share his or her research results with all class members. Each participant also further enlarges his or her

knowledge of the global politics of energy -- a very broad subject, indeed! – with a minimum of readings in a short period of time.

Students submit brief Interim Research Descriptions weekly during this period. (This is not an outline or an advanced draft; more on this later.)

After having read their respective group mates' reports, students also submit a vote (supported with arguments) expressing their choice of one report from their group they wish to see assigned for final examination. The Group Editor and the Instructor finalize the choice.

Third Period: Studying for the Final Exam

The group report must be assembled on the course wiki by the Group Editor by Tuesday November 27 at the latest.

The Group Editors assemble their respective members' report on the course wiki by Sunday December 1st.

Students then prepare to take the final exam by reading the selected individual research reports assigned for examination.

Fourth Period: Taking the Final Exam

The final exam is available on Thursday and Friday December 6 and 7.

Course Goals and Objectives

- ### Course Goals

1. Understand the arguments for and against the idea according to which the United States could and should play a leading role in greening the global energy system.
2. Understand the main contours of the historical development of the global energy system.
3. Understanding in some depth a specialized topic related to the global politics of energy.
4. Understanding the "oil curse" afflicting many energy exporting nations.
5. Understanding the challenge to economic development created by energy poverty in much of the Third World.
6. Develop the research, analytical, evaluative and writing skills of participants.

7. Develop students' ability to work productively in small groups, thereby developing valuable skills for professional and administrative work roles.

- ## Course Objectives

During this course, the students will learn:

1. To state the pros and cons of the United States taking a leading role in the transition to green energy.
2. To describe in some detail the major events and trends that have marked the development of the global energy system.
3. To describe in some depth a specialized topic related to the global politics of energy.
4. To describe how to what extent, and under what conditions rich natural endowments in oil can negatively impact a nation's political life and economic development.
5. To describe the challenges and opportunities for bringing more energy to the Third World.
6. To find relevant and empirically valid information, to analyze and evaluate this information and to summarize it in a coherent and engaging way.
7. 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, and to integrate one's ideas in a larger ensemble.

Course Materials

You will need to have access to the following:

Netflix for Documentary Films

The first trial month is advertized as free. You will need access to this service only during the first 4 weeks of the course.

Some documentaries are offered by PBS. Note that the PBS server will not support many simultaneous viewers. If you wait at the last minute (Wednesday evening) to view the PBS documentary, you might not be able to access it. The instructor will not accept complaint for documentary inaccessibility at the last minute.

Tom Friedman *Hot, Flat and Crowded Release 2.0: Why We Need a Green Revolution and How It Can Renew America.* New York: Farrar, Strauss and Giroux, **Expanded and updated edition only**, 2009, ISBN: 978-0312428921. **(Absolutely avoid the 2008**

edition.) This book is available in paper and in electronic format from Amazon Kindle (and possibly other providers). This book is available at the UCF Bookstore (Orlando) and elsewhere.

Bruce Podobnik, *Global Energy Shifts*, Temple University Press, 2006. AVAILABLE IN PRINT ONLY, ISBN: 978-1592132942.

Daniel Yergin, *The Prize: The Epic Quest for Oil, Money and Power*, The Free Press, 1991. ISBN: 978-1439110126.

Daniel Yergin, *The Quest: Energy Security and the Remaking of the Modern World*, The Penguin Press, 2011. ISBN: 978-0143121947.

The two Yergin books are available electronically for a reasonable price.

UCF Library Reserve for:

Terry Tamminen, *Lives per Gallon*, chapters 1 and 2. (Available at the library reserve in paper only.)

Jeff Goodell, *Big Coal*, chapter 6. (Available at the library reserve in paper only.)

Judith Layzer, "Cold Front: How the Recession Stalled Obama's Clean-Energy Agenda," in T. Skocpol and L. Jacobs, *Reaching for a New Deal*, Russell Sage Foundation, 2011. (Available at the library reserve, both in paper and electronically.)

Note for those who cannot visit the UCF Library: The Tamminen and Goodell books are also available in electronic formats by commercial vendors at very affordable prices.

Assessments

WHAT	WHEN	WORTH
Statement of Group/Theme Preferences	Monday August 20th	Not graded but compulsory, point penalties applied for non-performance.
Quizzes (10 questions each; each question is worth 3 pts. The semester average is used for calculating course grade.	Wednesdays (weeks #1-11)	30%
Group Discussion Postings and Summaries	Wednesdays and Fridays (weeks #1-11)	30%
Interim Research Descriptions	Fridays (weeks #12-14)	Not graded but compulsory, point penalties applied for non-performance.
Individual Research Report submitted	Wed. Nov. 27	30%
Submission of Vote Expressing Choice for Final Exam Selection	Sunday Dec. 1	Not graded but compulsory, point penalties applied for non-performance.
Group Editors Assemble Group Reports on Course Wiki	Sunday Dec. 1	A maximum of three bonus points for volunteers. One editor per group.
Final Exam (covering the selected research reports)	Friday Dec. 6	10%

NOTE 1: The “not graded but compulsory” exercises are important to the course’s progress. They are brief and will not take much time to perform. Failure to submit these in time will automatically bring a penalty of one or two course points per occurrence. No exception. The Interim Research Description will be explained later. It is **not** a draft or outline of the final research report, merely a short description of the research tasks completed during the week.

NOTE 2: The timely submission of an individual research report is compulsory. Students failing to submit a research report will not pass the course regardless of their scores for other assessments. No exception.

Grading Scale

Number- Letter Conversion Scale for the Final Course Grade	
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

Course Schedule

This schedule is subject to change.
Changes will be announced in the Module section of Webcourses@UCF.

Week #1, August 19-23: Is the Oil Patch Drying Up?

- **View:** the documentary film *A Crude Awakening: The Oil Crash*
  - Available for online steaming at Netflix.
- **Read** Friedman, Preface and chapters 1-3.
- **Read** Yergin, chapter 11 from *The Quest*.

- **NOTE: It is strongly recommended that you start each week by viewing the assigned documentary before plunging into the reading.**

- **Take the Quiz** (before Wednesday evening at 11:59 P.M.) covering the viewing and reading materials assigned for the week.
- **Participate** in your Group's Discussion Board (before Wednesday evenings at 11:59 P.M.) by answering the instructor's questions for this week. **The instructor announces in due time the questions in the Module section of**

Webcourses@UCF.

- **The Group Secretary** (a rotating position) summarizes the group's answers and posts his/her text **in the relevant SUMMARIES Discussion Board** by Friday evening under this title:
    - Group Name_Summary: **EX.: "Asia_Summary."**
    - The Secretary may use copy and paste functions for this task. Do not re-invent the wheel in composing this summary. Start by reading all answers, then choose and assemble your group mates' paragraphs that articulate the most complete and accurate answers to the Reading Comprehension Questions. For the Evaluation Questions, the secretary's summary reproduces all the substantive viewpoints.
    - Do this carefully: groups are randomly graded on these summaries.
    - Group members share equally throughout the semester the responsibility of composing these weekly summaries. Student willfully avoiding their respective share of this task will be penalized with point subtraction (at least -2).
- **This sequence of quiz, discussion question and summary is repeated weekly until week 11 inclusively.**

Week #2, August 26-30: Fossil Fuels and Climate Change

- **View** the documentary film *Heat* (120 minutes), available at:
    - http://www.pbs.org/wgbh/pages/frontline/heat/view/
- **Read** Friedman, chapters 4-5 and 7.

Week #3, Sept. 2-6: Fossil Fuels and Traditional Forms of Pollution

- **View** *Crude: The Real Price of Oil*
    - **(**IF available for online streaming from Netflix. 90 minutes.)
- **Read** Terry Tamminen, *Lives per Gallon*, chapters 1 and 2. (Available at the library reserve.)
- **Read:** Jeff Goodell, *Big Coal*, chapter 6. (Available at the library reserve.)

Week #4, Sept. 9-13: History of the Global Energy System I

- **View** *The Prize,* video documentary, Part TBA
    - **(**IF available for online streaming from Netflix.)
- **Read:** Yergin, *The Prize*, Prologue and chapter 1
- **Read:** Podobnik, chapters 1-2.

Week #5, Sept. 16-20: History of the Global Energy System II

- **View** *The Prize,* Part TBA
    - **(**IF available for online streaming from Netflix.)
- **Read:** Yergin, *The Prize*, chapter 2
- **Read:** Podobnik, chapters 3-4.

Week #6, Sept. 23-27: History of the Global Energy System III

- **View** *The Prize,* Part TBA
    - **(**IF available for online streaming from Netflix.)
- **Read:** Yergin, *The Prize*, chapters 9-10 + 16-17

Week #7, Sept. 30-Oct. 4: History of the Global Energy System IV

- **View** *The Prize,* Part TBA
    - **(**IF available for online streaming from Netflix.)
- **Read:** Yergin, *The Prize*, chapters 18-19 + 20-22
- **Read:** Podobnik, chapter 5

Week #8, October 7-11: History of the Global Energy System V

- **View** *The Prize,* Part TBA
    - **(**IF available for online streaming from Netflix.)
- **Read:** Yergin, *The Prize*, chapters 23 + 33-35
- **Read:** Podobnik, chapter 6

Week #9, October 14-18: New Frontiers for Old Energy

- **View** the documentary *Tar Sands: Canada for Sale*
    - IF available from Netflix for online streaming.
- **Read** Daniel Yergin, *The Quest*, chapter 12 Unconventional.
- **Read** the Press Dossier assembled by the instructor on this topic. (Available electronically at the library reserve.)

Week #10, October 21-25: Petro-Dictators and Energy Poverty

- **View** the documentary film …. None are available on this topic for online streaming!
- **Read** Friedman, chapters 6 and 9

Week # 11, Oct. 28 to Nov. 1: Entrenched Interests versus Struggle for Hegemony II

- **View** the documentary film *Climate of Doubt* (55 minutes). Available at: http://www.pbs.org/wgbh/pages/frontline/climate-of-doubt/
- **Read**: Judith Layzer, "Cold Front: How the Recession Stalled Obama's Clean Energy Agenda" (available in the library reserve).
- **Read:** Friedman, chapters 11-12 and 17.
- **Read:** Podobnik, chapter 7.
- **Read:** Joshua Kurlantzik, "The Asian Century? Not Quite Yet" (Library reserve)

Theme/Group Swap Weekend: November 2-3

- This is the time to change theme/group if you are so inclined. You must inform the instructor, members from the group you are leaving and members from the group you are joining. Use course email for this purpose. You must coordinate your specific research topic with members of the group you joined. Use the Group Management discussion board for this purpose.

Week #12, Nov. 4-8: Research Week I

- Students now begin their research project. Consult the guidelines (TBA).
- Coordinate your choice of specific topic with your group to avoid substantial overlap. Use the Group Management Discussion Board in Webcourses@UCF.edu for this purpose.
- Before finding new sources, read the chapter (or chapters) from Yergin's book *The Quest* relevant to your topic. This will help you orient the research.
- **Submit your First Interim Research Description** by Friday evening. See description for format and method of submission (TBA). The Interim Research Report is **not** a draft of the paper. It is a simple description of research tasks executed during the closing week. This is useful to keep you focused on the research. It also allows the instructor to provide helpful feedback during the research when students need help. This procedure builds better research reports and leads to better grades. Weekly submission of Interim Research Descriptions by Friday evening is compulsory for Weeks 12, 13 and 14 inclusively. Each weekly non-submission will be penalized with the subtraction of one course point. Non-submission also sets you up for a weak research report, and this, of course, will negatively impact your final grade.

Week #13, Nov. 12-16: Research Week II

- Students continue to research their topics.
- Submit your **Second Interim Research Description** by Friday evening. Use the same format and method of submission as last week.

Week #14, Tuesday Nov. 20: Research Week III

- Students continue to research their topics.
- Submit your **Third Interim Research Description** by Friday evening. Use the same format and method of submission as last week.

Week #15: Wednesday Nov. 27: All Students Submit their Research Report

- Wednesday November 27th: Every student submits his/her report to the instructor and to the member of his/her group. Follow the instructions TBA.

Sunday December 1: Report Assembly on Course Wiki

- **Group Editors:**
  - You must complete the assembly of your group's reports on the course wiki by Sunday December 1 at 11:59 PM. Follow the format indicated by the instructor (TBA).
- **All Group members:** submit your vote to your respective Group Editor and to the instructor (use course email) expressing your choice for which of the individual research reports from your group should be assigned for the Final Exam.

Week #16, FINAL EXAM on Friday December 6

- **The Final Exam window will open on December 6 at 8:00 AM and close on the same day at 11:59 PM. Do not miss it!** It will be short and have multiple choice questions covering exclusively the research reports selected for examination. It is not an exam reviewing the materials read during weeks 1 to 11.

Grade Dissemination

Grades will be posted on Webcourses@UCF.

Course Policies

Late Work Policy:
There are no make-ups for missing weekly quizzes or class graded group discussion.

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.

Course Policies: Technology and Media

Email: Use my email to communicate with me: danielmarien@yahoo.com. Allow up to 48 hours for a response. Repeat message if you haven't received a response within 48 hours.

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. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as

instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com. Essays are due at turnitin.com the same day as in class.