INR 3016 On Line
Global Political Issues

Fall 2014

Credit hours: 3

Instructor: Michael Mousseau

Office: Phillips Hall 302M

Office hours: Tues 12:00 – 2:00 & 5:00 – 6:00 and Wed 12:00 – 2:00, and by appointment. If you can see me during my office hours you do not need to make an appointment.

Email: Use Inbox, which is the global communication function in Webcourses. I will normally respond to all messages within 24 hours, Wednesday through Friday. I can also talk on Skype, if arranged first so I know to turn it on. My Skype name is Michael.Mousseau.

UCF Catalogue Description: Current global political topics from political development and income gap to gender issues and environmental challenges. Pre-requisites: POS 2041 (American National Government) or C.I.

Course Goals/Objectives: Achieve an accurate and in-depth understanding of global political issues; broaden ability to think; advance skills in research and writing.

Detailed Section-specific Description of the Course: Topics include the causes of war and peace, global development and economic inequality, issues of high politics among major powers, conflict in the Middle East, terrorism and anti-Americanism, the proliferation of weapons of mass destruction, global warming, and human rights. Part I provides the base knowledge necessary for understanding global political issues with coverage of the concrete historical events that shaped the world we have today. Part II proceeds from this base to examining the leading issues of the day.

This is an on-line only course. Webcourses is our online course management system which is accessed through my.ucf.edu and then the "Online Course Tools" tab. Webcourses will be used as a medium for all aspects of this course, including the course quizzes, the midterm exam, the turning in of your paper, and for communicating with your instructor.

Required Texts

Joseph E. Stiglitz. 2007. *Making Globalization Work*. W. W. Norton & Company.

CQ Researcher Editors. 2013. *Global Issues*. Congressional Quarterly.

Jürgen Osterhammel and Niels P. Petersson. 2005. *Globalization: A Short History*. Princeton University Press.

Evaluation

1. **50% Quizzes**. There are 12 quizzes during the semester, usually one for each module. Quizzes for each module will normally open within 24 hours after the start of the module, and remain open for 14 days from the start of the module or the end of the semester, whichever comes first. Quizzes always **close** on **Wednesdays at 5:00PM**. Questions are a mix of multiple choice, true-false, and short answer. See more information on the quizzes below.
2. **30% Midterm Exam**. Short essay questions on all required readings, instructor presentations, and videos through Part I of the course. The midterm exam **is open for only 24 hours**, on Webcourses from **Tuesday September 30 at 5:00PM to Wednesday, October 1 at 5:00PM**. See more information on the exam below.
3. **20% Term Paper.** Expected length is 2-3,000 words. Due Wednesday, **December 8, at 5:00PM**. See more information on the paper assignment below.
4. **3% Participation in Debate**. Held on line **September 4 - 30**. Assessment includes quality as well as quantity of questions and participation. Quality is indicated by the student's apparent awareness of the material, relevance of questions to the topic at hand, and thoughtfulness of contributions. Before participating in the debate, you should review the Debate Participation Rules and Guidelines. A participation grade of D goes to students who do not participate at all.

Summary of Tasks & Important Dates

1. You must document that you began this course by taking **Quiz #1 no later than Wednesday, August 27**. Failure to do so will result in a delay in the disbursement of your financial aid.

2. **Start each module soon after it opens**. This means watching the Instructor's Presentation, reading the material, and taking the quiz. I recommend that you schedule a regular weekly time to take the quiz: **if you miss the module quiz you will not have a chance to take it again**. Note too that some modules have more readings than others.

3. Most modules will contain the file 'Instructor's Presentation', which is usually a Power Point presentation with my lecture in audio. You have access to these slides any time, but it is highly recommended that when watching and listening to these presentations you **take notes by hand, using your own words**. Studies have shown that in writing notes your brain has to process the information, and this process leads to long-term comprehension. See here: "To Remember a Lecture Better, Take Notes by Hand" by Robinson Meyer.

4. **Participate in the debate** held on line September 5 - 30.

5. **Complete the midterm exam** held on line September 30 – October 1 (24 hours).

6. Turn in your **Term Paper** by Wednesday, December 8.

7. Warning: **Module #8** "Addressing Global Poverty", scheduled from October 30 to November 5, **requires much more reading** than the other modules. You may want to read and take note of some of these chapters earlier in the semester.

8. Many modules have a list of activities listed under "If interested in exploring more". These activities are not required and you will not be examined on these materials.

Course Outline

August 19 - 27

Read Course Syllabus!

Quiz #1 will be on all parts of the syllabus excluding the specific modules, optional paper topics, and the section "Writing Tips".
****Take QUIZ #1 by Wednesday, August 27, by 5:00PM.**

Part I The Origins of the Modern World

Module 1

August 19 - 27

Why the World is Divided into States

Instructor's Presentation.
Osterhammel and Petersson, *Globalization*, chapters 1-4.
Instructor's Sense of the Readings.
QUIZ #2 opens August 20 at 5:00PM.

If interested in exploring more:
Adam Watson, *The Evolution of International Society: A Comparative Historical Analysis* (London and New York, Routledge, 1992). Especially chapters 13 to 21 on the changes in Europe from the medieval period through the nineteenth century.

Module 2

August 28 – Sept. 3

The Origins of Modern Norms

Instructor's Presentation.
Osterhammel and Petersson, *Globalization*, chapters 5-6.
Instructor's Sense of the Readings.
QUIZ #3 opens August 29 at 5:00PM.

If interested in exploring more:
Watch some videos on the Atlantic Charter and Bretton Woods meetings here, here, and here.
Benn Steil, *The Battle of Bretton Woods: John Maynard Keynes, Harry Dexter White, and the Making of a New World Order* (Princeton University Press, 2013). Narrative describes how the blueprint for the post-World War II economic order was drawn.
Dean Acheson, *Present at the Creation: My Years in the State Department* (W.W. Norton & Co. 1987 [1969]). Memoir covers in detail the goals and perspectives of key US foreign policy decisions made at the start of the Cold War.

Module 3 **September 4 - 30**

Is the US an Imperial Power?

Instructor's Presentation.
Osterhammel and Petersson, *Globalization*, chapters 7.
Global Issues, chapter 1.
Instructor's Sense of the Readings.
No quiz this week.

If interested in exploring more:

Watch some videos on the start of the Truman Doctrine, Berlin Crisis, and Iran here, here, and here.

William Appleman Williams, *The Tragedy of American Diplomacy* (W. W. Norton 2009[1959]). This classic work documents how the core aim of US foreign policy is the search for markets.

Richard H. Immerman, *The CIA in Guatemala: The Foreign Policy of Intervention* (University of Texas Press, 1982). Recounts the American backed overthrow of the democratic government of Guatemala in 1954.

DEBATE **September 4 - 30**

The debate begins with this challenging claim: America is not an imperial power. You are encouraged to argue that it is, or is not, and should feel free to defend your position with cases or non-cases of American imperialism (non-cases are when the US acted non-imperial-like when it should have if it was imperial). For this debate to succeed, it is essential that the term "imperialism" be defined correctly, as discussed in my presentation. Read the definition again here. You can participate in the debate anytime from **September 4 to September 30 at 5:00PM**.

Please respect your fellow students' opinions and refrain from personal attacks or demeaning comments of any kind. Remember that others might be as knowledgeable and experienced as you, and if they are more knowledgeable and experienced than you this is to your advantage - you might learn something! Anyone who thinks they know all the answers quite obviously does not! Before participating in the debate, you must review the Debate Participation Rules and Guidelines.

EXAM Sept 30 - Oct. 1	**The midterm exam is open for only 24 hours**, on Webcourses from Tuesday September 30 at 5:00PM to Wednesday, October 1 at 5:00PM. The exam will be timed, so once you start you will need to complete it within the 60-minute time allotted. If you cannot find a 60 minute period to take this exam during this 24-hour period, you must inform your instructor by September 29 at 5:00PM. Given the flexibility of the 24-hour period, only very good reasons for having to miss it can be accepted. I try to ask thought questions that test the depth of your knowledge of the material, and having thought about it, rather than memorization questions, which are aimed mainly at testing if you read or watched the material. See example question here.

Part II Global Political Issues

Module 4	**Is it Time for the U.S. to Stop Taking Care of Europe?**
	Instructor's Presentation.
October	*Global Issues*, chapters 5, 7, & 11.
1 – 8	Instructor's Sense of the Readings.
	QUIZ #4 opens October 2 at 5:00PM.
Module 5	**Should We Fear Rising China and Expanding Russia?**
	Instructor's Presentation.
October	*Global Issues*, chapters 6 & 12.
9 - 15	Instructor's Sense of the Readings.
	QUIZ #5 opens October 10 at 5:00PM.
Module 6	**The Vexing Middle East**
	Instructor's Presentation.
October	*Global Issues*, chapters 2 & 4.
16 – 22	Instructor's Sense of the Readings.
	QUIZ #6 opens October 17 at 5:00PM.

Module 7 **October 23 – 29**

Should Rogue Countries be Allowed to Have Nuclear Weapons?

Instructor's Presentation.
Global Issues, chapter 8.
John Hudson, "7 Things North Korea Is Really Good At", *Foreign Policy Magazine*, April 29, 2013.
Instructor's Sense of the Readings.
QUIZ #7 opens October 24 at 5:00PM.

Module 8 **October 30 – Nov. 5**

Addressing Global Poverty

Instructor's Presentation.
Global Issues, chapters 9 & 10.
Stiglitz, *Making Globalization Work,* chapters 1-5.
Instructor's Sense of the Readings.
QUIZ #8 opens October 31 at 5:00PM.

If interested in exploring more:
7-hr PBS documentary: Daniel Yergin, *The Prize: The Epic Quest for Oil, Money, and Power* (Simon and Schuster, 1991). Cited as essential background for students of the history of oil.

Module 9 **November 6 - 12**

Saving the Planet from Ourselves

Instructor's Presentation.
Global Issues, chapter 16.
Stiglitz, *Making Globalization Work,* chapter 6.
Instructor's Sense of the Readings.
Video: *One Guy With A Marker Just Made The Global Warming Debate Completely Obsolete*.
QUIZ #9 opens November 7 at 5:00PM.

If interested in exploring more:
Daniel Yergin, *The Quest: Energy, Security, and the Remaking of the Modern World* (Penguin Press, 2011). This bestselling book by Pulitzer- prize-winning author Daniel Yergin describes the development of the current energy system and the prospects for the future.

Module 10	**<u>Should We Fear the Mega Corporations</u>?**
	Instructor's Presentation.
November	*Global Issues*, chapter 13.
13 - 19	Stiglitz, *Making Globalization Work,* chapter 7.
	Instructor's Sense of the Readings.
	QUIZ #10 opens November 14 at 5:00PM.
Module 11	**<u>Mad Money: Global Finance and Debt</u>**
	Instructor's Presentation.
November	Stiglitz, *Making Globalization Work,* chapters 8 & 9.
20 - 26	Instructor's Sense of the Readings.
	QUIZ #11 opens November 21 at 5:00PM.
Module 12	**<u>Human Rights</u>**
	Instructor's Presentation.
Nov 27 –	*Global Issues*, chapter 14 & 15.
Dec 3	Stiglitz, *Making Globalization Work,* chapter 10.
	Instructor's Sense of the Readings.
	QUIZ #12 opens November 28 at 5:00PM.
	If interested in exploring more:
	"Former Leader of Guatemala Is Guilty of Genocide Against Mayan Group." Elisabeth Malkin, *New York Times*, May 10, 2013.

Quizzes

There are 12 quizzes during the semester, usually one for each module. Quizzes for each module will normally open within 24 hours after the start of the module, and remain open for 14 days from the start of the module or the end of the semester, whichever comes first. The single exception is Quiz #1, which will remain open until the end of the semester. You can take each module quiz only once during the period it is open.

If you miss the period a quiz is open you will not have a chance to take it again: **no make-up quizzes are given**, since it is unlikely you cannot schedule a time to take a

quiz within a 14-day period. The quiz is the last task for each module, always scheduled for *closing* on **Wednesdays at 5:00PM**.

To help you prepare for the quizzes, in each module with a quiz you will find a file "Instructor's Sense of the Readings". Remember the quizzes are timed, so once you start you will need to complete it within the 15 or 20 minute time allotted. Questions will be a mix of multiple choice, true-false, and short answer.

Debate Participation Rules and Guidelines

1. Before posting in a forum, always make sure your posting has **no grammar, punctuation or spelling errors**. You may do this by copying and pasting the text into Microsoft Word, and pasting it back to the posting area.
2. **No shorthand notation or acronyms** (such as "TTYL", " LOL", or "IMO") may be used at any time for this course. I feel it is unprofessional to use and is ambiguous for those unfamiliar with the acronym. Furthermore, please use smiley sparingly.

3. In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, **please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other**. Please respect your fellow students' opinions and refrain from personal attacks or demeaning comments of any kind.

Term Paper

- Expected length is 2-3,000 words. You have three options:

Option 1. **Pick one of the module issues and update it.** The published literature on global issues is always a year or two behind current events. You can write a paper filling this gap. Begin by reviewing what we know from the class material, and then proceed to document events that have happened since. Conclude by offering your analysis of what the new events may mean for understanding the issue.

Option 2. Research a case in which you think the US may have behaved as an imperial power, as defined in class. Try to support (with research) both sides of the debate.

Option 3: Try to answer one of the questions below, drawing on material (research) beyond that assigned in class. Begin by introducing the issue, followed by an overview of the historical context, followed by the arguments of various sides. You need not conclude with your own opinion, or develop a thesis.

Human Security Issues

- Should we fear China?
- Is Russia a rogue state? A "rogue" state is one that violates international norms and laws.
- Should Iran be allowed to have nuclear weapons?
- Should North Korea be allowed to have nuclear weapons?
- Does the US violate international human rights law?
- Is the US use of extra-judicial rendition justified?
- Is the US use of "enhanced interrogation methods" torture as defined in international law?
- Does US detention without trial of suspected terrorists in Guantanamo Bay violate international law?
- Is the US use of drones to combat terrorists justified?
- Should the US recognize a united Jerusalem as the capital of Israel?
- Should the US "withdrawal" from the Middle East by stopping all economic and military aid to all nations there, including Israel?
- What can Israel do to prevent Hamas rocket attacks, other than attack Gaza?
- Why does the US spy on its allies?
- What is preventing peace in the Middle East? Research and identify the specific peace positions of the three parties of the Israel-Palestinian conflict: Israel, the Palestinian Authority, and Hamas. Try to pinpoint the specific issues blocking a peace.

Economic Issues

- Are US bilateral trade agreements imperial? Use the definition of imperialism as meant in the class debate.
- Should there be international law regulating multi-national corporations?
- Should there be international law limiting the size of multi-national corporations?

Environmental Issues

- Should there be a global carbon tax?
- Do lower trade barriers harm the environment?
- Should there be a global environmental standard enforced by the WTO?
- Are the Koch brothers a threat to global warming?

Human Rights Issues

- Is there enough protection for women's rights in international human rights law?
- Is there enough protection for gay and lesbian rights in international human rights law?

Feel free to develop your own paper topic, but if you do so I must approve it electronically before you proceed.

In all the options above, be sure to construct a balanced analysis, meaning one that tries to present all sides of the issue. Balanced does not mean treating everyone as equally right: science and evidence resolves factual issues, and someone who has a fact wrong must be called on it (e.g., the claim that humans do not cause global warming is not justified in light of evidence). In addition, theories that lack empirical support, but are widely believed and advocated, are really myths and should be treated as such rather than scientific views (e.g., the Laffer Curve, the claim that lower taxes causes economic growth and results in no loss of tax revenue).

Paper Grading Rubric

1. Rules followed?
2. Guidelines followed?
3. Quality of research beyond the class readings?
4. Coverage of all sides of the issue?
5. Structure
    a. Did paper begin by introducing the topic as described below?
    b. Quality of introduction?
    c. Was introduction followed by an overview of the historical context (or class readings if option 1, or imperialism debate if option 2)?
    d. Was historical context followed by the arguments for all sides?

6. Substantive quality of historical context?
7. Substantive quality of opposing arguments?
8. Grammar
9. Length

Paper Rules (violations will accrue penalties!)

1. Your first page should contain each of the following, starting at the top and each starting a new line, centered, as follows:

   The Title In 16-Point Font
   Your name
   The date
   "Prepared for submission to
   INR 3016 Global Political Issues, Fall 2014"
   Paper Option # [enter 1, 2, or 3]
   Word count XXXX [excluding the bibliography].

   After some white space, your text may begin.
2. Turn your paper in using **turnitin.com** at Webcourses. With turnitin I will receive a report 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.
3. Use the citation style of the *American Political Science Review*, which uses *The Chicago Manual of Style*. This means reference your sources in the text in parenthetical format: "(last name(s) year: page number(s))". For example, ". . . although some bozos might think so (Mousseau 1996: 8–9)." when referring to particular pages, or ". . . some bozos think otherwise (Mousseau, 1996)." when referring to a whole article or book. **Note how the period at the end of the sentence appears <u>AFTER</u> the ending parenthesis.**
4. Clearly identify your "**PRIMARY"**, "**Secondary"**, and "***Tertiary***" headings, aligned left, using these styles. Note that only the latter heading is embedded in the first line of the paragraph and followed by a period.
5. Include a complete bibliography following the main text.
6. Do not cite Wikipedia. Instead you should **use the library's extensive resources**. If you are not familiar with using the library, please ask for assistance from the library's personnel, take workshops provided by the library, or visit the library's website (http://library.ucf.edu/). Knowing how to do research is an essential part of a liberal arts degree.

7. Print one sheet per page, 1.15-space your pages using 1-inch margins, 12-point *Palatino Linotype* font, aligned left. This includes footnotes and the main text.
8. Staple the paper (one staple is better than a plastic cover).
9. Number your pages.
10. Use Microsoft Word's "paragraph keep with next" function to keep headings from appearing at the bottom of pages with no following text.
11. Use 0.3 inch tabs, no space between paragraphs, and do not indent first paragraph in a section.
12. Make sure your paper looks nice and clean!

Writing Tips

1. **Start early in the semester!** A good paper is re-drafted multiple times.
2. A good paper uses multiple sources.
3. The introduction is not a place to just fill space and be cute. The purpose of the introduction is to draw interest (why does the topic matter?), identify the purpose of the paper, and outline the paper structure.
4. Write in an active prose. For instance, "This paper argues . . ." or "I argue . . " are far better than "In this paper, I will argue. . ."
5. Do not write as if talking to your instructor. For instance, do not write: "In my literature review, I mainly focus . . ."
6. Don't use jargon or catch phrases, like "play the democracy card." All words and sentences must be universally understandable; if they are not then you must explain them.
7. Avoid rhetorical questions unless you answer them.
8. All good papers of more than several pages are divided into appropriate sections clearly marked with headings and, if appropriate, sub-headings.
9. The introduction is not a place to fill space and be cute. The purpose of the introduction is to draw interest (why does the topic matter?), identify the purpose of the paper and the conclusions drawn, and outline the paper structure.
10. The conclusion section matters. Here you raise again the motivation for your research question, and summarize what you did to answer it and the results. You must stress again why your paper matters (the implications), any weaknesses in your findings, and steps forward. Policy implications too are often raised here in empirical/academic papers. A nice final paragraph is poetic-like, leaving the reader affected by the import of the paper.

11. Most good paragraphs start with a sentence that captures the main point of the paragraph. The rest of the paragraph explicates the main point; try to end with a sentence that summarizes it.
12. Paragraphs over two-hundred and fifty words (excluding footnotes) are often too long.
13. Make generous use of examples to illustrate your points. Analogies too may be helpful.
14. Once you think you have it right, do something else for few days. After that, at your next reading you may be amazed at how incomprehensible parts of your paper are. A good paper is re-drafted dozens of times, with some gaps in time between some drafts.
15. You may save time and produce a better paper by first outlining it, and then outlining each section. Then, stick to this outline.

University Writing Center

To inform students in your courses about the services of the University Writing Center, please include the following in your syllabus:

University Writing Center
Colbourn 105
Satellite Locations: Main Library, Rosen Library & Online
407-823-2197
http://uwc.ucf.edu/

The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. In addition, the

UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

Course Policies

Embrace Diversity. The University of Central Florida recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCF's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

Course Accessibility Statement. It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Disability Services (SDS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SDS (Ferrell Commons 185; 407-823-2371; sds@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

UCF Creed. Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

Ethics statement. As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to

familiarize themselves with and follow the University's Rules of Conduct (see http://www.osc.sdes.ucf.edu/). For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/.

Academic Integrity/Plagiarism. Many incidents of plagiarism result from students' lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF's policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF's Golden Rule defines plagiarism as follows: "whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own." In other words, don't cheat by giving answers to others or taking them from anyone else.

I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

UCF Cares. During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Late Paper Policy: Late papers are acceptable but accrue penalties of 5% reduction for each day late. Exceptions are allowed for exceptional circumstances at instructor's discretion.

Make-up Exam Policy: No make-ups are given for the quizzes. Make ups for the midterm exam are given only for very good reasons as discussed above, at the discretion of the instructor.

Letter/Grade Equivalencies:

90% - 100%	A
87% - 89.99%	B +
80% - 86.99%	B
77% - 79.99%	C +
70% - 76.99%	C
67% - 69.99%	D +
60% - 66.99%	D
Below 60%	F

Curve Policy: No curve. You are competing only with yourself.

Student Grades. You can access your scores at any time using the Grades section of Webcourses@UCF.

Communication with Instructor Policy. In this class our official mode of communication is through email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently. You may also wish to create a Knight's Email account at www.knightsemail.ucf.edu for separate official communication from the university.

Religious Observances. Students are expected to notify their instructor in advance if they intend to miss a quiz, the midterm exam, or the paper due date to observe a holy day of their religious faith. For a list of the major religious holidays in a number of faiths contact the Office of Diversity Initiatives at 407-823-6479.

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.