INR 3016: Department of Political Science

COURSE SYLLABUS

Course is Online Only
Webcourses@UCF will be used as the medium
for all aspects of this course.

Welcome!

I am your instructor Michael Mousseau. I want everyone to succeed in this course. Please send me an email or see me if any issue arises. I believe strongly on the value of debate and lifelong learning: I can make mistakes and am always open to being corrected by students. I embrace challenges and critical thinking, so I try to have at least one or two thought questions (short-answer) in the quizzes geared towards testing your understanding of the subject matter rather than your ability to memorize facts. Lastly, I hope you have as much fun with this course as I always do.

Instructor:	Michael Mousseau
Office:	Howard Phillips Hall 302M
Phone:	407 823-5093
On Line:	Webcourses is UCF's online course management system which is accessed through my.ucf.edu and then the "Online Course Tools" tab.
Contact:	Use Inbox, which is the global communication function in Webcourses. I will normally respond to all messages within 24 hours, Monday through Friday. I can also talk on Skype, if arranged first so I know to turn it on. My Skype name is Michael.Mousseau.
Office Hours:	Thursdays 1:00 – 5:30 and by appointment. If you can see me during my office hours you do not need to make an appointment.
Schedule:	The course is broken into eight modules, each lasting one to three weeks and finishing with a quiz. During weeks when quizzes are due they will be open from Monday 00:01 AM to Tuesday 11:59 PM, so just plan on taking the quizzes on Mondays. See important deadlines below.

University Course Catalog Description. Current global political topics from political development and income gap to gender issues and environmental challenges.

Course Overview. Topics include issues in global development, conflict within and between nations, terrorism and anti-Americanism, global warming, issues in Europe, the proliferation of nuclear weapons, and human rights.

Course Objectives. Achieve an accurate and in-depth understanding of global political issues. By the end of this course students will be able to think logically and knowledgeably regarding global social and economic processes and research and write on global political issues.

Course Prerequisites. POS 2041 (American National Government) or C.I.

Course Credits. 3 hours.

Required Texts and Materials:

- CQ Researcher Editors. 2013. *Global Issues*. Congressional Quarterly.
- Joseph E. Stiglitz. 2007. *Making Globalization Work*. W. W. Norton & Company.

Evaluation

78%	**Quizzes**	There are eight quizzes during the semester, one for each module. Questions are a mixture of multiple-choice, true-false, and short-answer. On weeks quizzes are due they are open 48 hours from Monday 00:01 AM to Tuesday 11:59 PM.
20%	**Paper**	Due Monday, **May 4, at 8:00AM**. Length 2,000 to 3,000 words.
2%	**Debate**	Held on line **February 4 - 11**.

Summary of Tasks & Important Dates

1. You must document that you began this course by taking the ***Starter Quiz*** **<u>between the first day of class and January 16th</u>**. This starter quiz contains only few true-false questions regarding the content of the syllabus, and should take only a few minutes. Failure to take the quiz by the deadline 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 when it opens.

3. Most modules will contain the file 'Instructor's Presentation'. You will have access to these slides in PDF any time, but I highly recommend that you **take notes by hand as you watch the videos, using your own words**. Studies have shown that in the process of putting information into your own words, and jotting it down, your brain processes the information better, leading to long-term comprehension. This is explained in "To Remember a Lecture Better, Take Notes by Hand" by Robinson Meyer.

4. Feel free to use the course **chat** function, which is an ideal way for students to get to know one another, and get questions answered.

5. **Take the Quizzes**. Quizzes will normally be open for 48 hours, from Monday at 0:01 AM to Tuesday at 11:59 PM. I recommend that you consider Mondays your quiz days, with Tuesday as your back-up. <u>If you miss the module quiz you will ***not*** have a chance to take it again</u>.

Quiz	Date		Portion of Course Grade
#1	February	2	16%
#2	February	16	11%
#3	March	2	11%
#4	March	23	11%
#5	April	6	11%
#6	April	13	6%
#7	April	20	6%
#8	April	27	6%

6. **Participate in the debate** held on line <u>February 4 – 11.</u>

7. **Turn in your Term Paper** by <u>Monday, May 4 at 8:00 AM</u>.

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 them.

Course Outline

January 12 - 16

<u>Take Starter Quiz</u>

This starter quiz contains only few true-false questions regarding the content of the syllabus and the short article "Five Secrets to Revising That Can Boost Your Grades" by Tom Stafford in the *Guardian*. ***Failure to take the quiz by the deadline will result in a delay in the disbursement of your financial aid.**

Readings:

INR 3016 Syllabus, pp. 1-3, 7-8, 11, 14-17.

"Five Secrets to Revising That Can Boost Your Grades", Tom Stafford, *The Guardian*, January 8, 2014.

January 12 to February 2

<u>Module 1: Understanding the US-led Global Hegemonic Order</u>

Instructor's Presentation.

Global Issues, chapter 1.

Few required readings this module – considered getting a jump on readings for subsequent modules.

"Map Shows World's Most Racist Countries (and the Answers May Surprise you)", Hugo Gye, *The Mail*, May 16, 2013.

Quiz #1 Monday February 2.

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.

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.

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.

Watch:
http://www.viralforest.com/watch-1000-years-european-borders-change/
http://www.openculture.com/2014/07/every-day-of-wwi-in-a-6-minute-time-lapse-film.html

February 4 - 11

The DEBATE: Is America an Imperial Power?

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 those when the US acted non-imperial-like when it should have acted imperial-like if it was imperial). Before participating you must review the Debate Participation Rules and Guidelines below.

February 3 - 16

Module 2: Problems With the Global Economic Order, Part I

Instructor's Presentation.
Global Issues, chapters 9 & 10.
Stiglitz, *Making Globalization Work,* chapters 1 - 4.
Instructor's Sense of the Readings.
Quiz #2 Monday February 16.

February 17 to March 2

Module 3: Troubles in Eurasia

Instructor's Presentation.
Global Issues, chapters 2, 4 & 6.
Stiglitz, *Making Globalization Work,* chapter 5.
"Putin's Bubble Bursts", Paul Krugman, *New York Times*, Dec. 18, 2014.
http://www.washingtonpost.com/blogs/worldviews/wp/2014/10/01/9-attempts-to-explain-the-crazy-complexity-of-the-middle-east/
Instructor's Sense of the Readings.
Quiz #3 Monday March 2.

March 3 - 23

Module 4: The Environment

Global Issues, chapter 16.
Stiglitz, *Making Globalization Work,* chapter 6.
"Optimism Faces Grave Realities at Climate Talks", Coral Davenport, *New York Times*, Nov. 30, 2014.
Watch Video: "One Guy With A Marker Just Made The Global Warming Debate Completely Obsolete."
Instructor's Sense of the Readings.
Quiz #4 Monday March 23.

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.

March 24 to April 6

Module 5: Problems of the Global Economic Order, Part II

Global Issues, chapters 12 & 13.
Stiglitz, *Making Globalization Work,* chapters 7 – 9.
"Dethrone 'King Dollar'", Jared Bernstein, *New York Times*, August 27, 2014.
"Tobacco Firms Suing to Keep Markets Open in lDCs", Sabrina Tavernise, *New York Times*, December 13, 2013.
Instructor's Sense of the Readings.
Quiz #5 Monday April 6.

April 7 - 13

Module 6: Problems in Europe

Global Issues, chapters 5, 7, & 11.
Instructor's Sense of the Readings.
Quiz #6 Monday April 13.

April 14 - 20

Module 7: The Proliferation of Nuclear Weapons

Instructor's Presentation.
John Hudson, "7 Things North Korea Is Really Good At", *Foreign Policy Magazine*, April 29, 2013.
Instructor's Sense of the Readings.
Quiz #7 Monday April 20.

April 21 - 27	**<u>Module 8: Human Rights</u>** Instructor's Presentation. *Global Issues*, chapter 14 & 15. Stiglitz, *Making Globalization Work,* chapter 10. Instructor's Sense of the Readings. Quiz #8 Monday April 27.

Quizzes

There are eight quizzes during the semester, one for each module. Most modules are two weeks and worth 11% of your grade; exceptions are module 1 (3 weeks) at 16%, and modules 6 - 8 (1 week each) at 6%.

Content. Questions are a mix of multiple-choice, true-false, and short-answer. Your time is limited: 30 minutes for the 1-week modules, 45 minutes for the 2-week modules, and 60 minutes for the 3-week module.

When to Take. Quizzes are open from Monday 00:01 AM to Tuesday 11:59 PM on the weeks they are due. I recommend taking the quizzes on Mondays if you can, with Tuesday as your back-up day.

Preparation. To help you prepare for the quizzes, in each module you will find a file "Instructor's Sense of the Readings".

No Re-takes. You can take each module quiz only once during the period it is open.

Make-up Policy. <u>No make-up quizzes are given</u>, since it is unlikely you cannot schedule a time to take a quiz within a 48-hour period.

Debate Participation Rules and Guidelines

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.

It is very important that we adopt a working **definition of "imperialism"** <u>and stick to it</u> throughout the debate. For reasons that will be clear from Module 1, a nation as an "empire" if it has a pattern of violating the spirit of the global norms of (state) self-determination by

seeking to impose, either with military force, covert intervention, or economic pressure, its will on the domestic political processes of a nation for the purpose of obtaining unfair (unequal) trade privileges, special benefits for its corporations, its preferred economic and social order, or simply to take stuff (like oil).

In this way, establishing imperialism is like establishing guilt in a criminal act, determined not by behavior but by **intentions**. We will cover in class multiple cases where the United States may have secretly intervened and overthrew foreign governments, overtly waged war, or applied economic pressure on other nations. But these acts are imperial only if *motives* or *goals* of U.S. foreign policymakers were, as described above, to obtain unfair trade privileges or special benefits for its corporations, its preferred economic and social order, or simply to take stuff. It is thus not clear whether the U.S. is or is not an imperial nation, and it takes nuanced discussion and investigation – this debate – to help everyone make up their own minds on it.

Debate Errors to Avoid

1. The fallacy of the **hasty generalization**. Steve may eat a hotdog, but that does not mean he always eats hotdogs. One or a few U.S. acts of imperialism in its two-hundred-plus year history does not mean the U.S. is an imperial nation. At issue is whether these acts represent normal, or close to normal, U.S. foreign policy.

   Documenting cases of possible U.S. imperialism are very helpful and encouraged, but should be noted as inconclusive. Documented *patterns* of U.S. acts that seem imperial pose much stronger evidence that the U.S. is an imperial power.

2. The fallacy of **selected evidence**. We cannot show that Steve always eats hotdogs by documenting those occasions when he eats them. It could be he eats them rarely, and we will not see that unless we look at the totality of the evidence – when he eats other things too. What we need is a record of is all of Steve's meals, to see if hotdogs are his normal, or most common meal. A convincing argument that the U.S. is imperial must address the times that the U.S. did not act in an imperial manner, yet should have if it was imperial.

3. The fallacy of ***ad hominem***, attacking the person rather than his or her argument.

4. The **straw man** fallacy: exaggerating the opponent's argument to make it easier to attack.

5. **Burden of proof reversal**: imposing the burden of proof onto the side that is questioning the claim.

6. The **bandwagon** fallacy: the claim that because a premise is popular, it must be true. In this debate this sometimes appears with the statement that there is a great deal of literature that calls the U.S. imperial, and there is deep anti-American sentiment in many countries. In fact, most of the literature fails to define what they mean by "imperialism" and calls the U.S. imperial because of its wars and interventions abroad, not whether the U.S. goal was imperial, and the existence of anti-Americanism does not mean the U.S. is imperial.

7. **Other**

    - Do not reference things that are not universally-known without explaining them.
    - Do not go on long monologues giving your interpretation of things. The debate is not your blog.
    - Avoid drama and jargon.
    - Please refrain from giving yes/no answers to debate questions. If you have something to say, make your argument instead.
    - Occasional grammar, punctuation or spelling errors are acceptable, but let's try to avoid them. You may do this by copying and pasting the text into Microsoft Word, and pasting it back to the posting area.

Term Paper

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. Expected length is 2000 (minimum) to 3,000 (maximum) words, excluding the bibliography.

Security Issues

- Should we fear a rising China?
- Is Russia a rogue state? A "rogue" state is one that violates international norms and laws.
- Should the US be doing more to protect Ukraine from Russia?
- Should the US be doing more to contain or destroy ISIS?
- 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.
- Is the United Nations a useful organization?
- Should the U.S. reduce its ties with Saudi Arabia?

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?
- Should the US increase/decrease its foreign aid?
- As a global currency should the IMF replace the dollar with an international currency?

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?

You can also feel free to develop your own paper topic, but if you do so <u>I must approve it</u> before you proceed.

Balanced Analysis. 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 largely 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.	Structure	20%
	a. Did paper begin by introducing the topic (as instructed below)?	5%
	b. Was introduction followed by an overview of historical context?	5%
	a. Was overview followed by the arguments for all the principal sides?	5%
	b. Did the paper end with a conclusion?	5%
2.	Quality of introduction?	10%
3.	Quality of overview?	10%
4.	Quality of research beyond the class readings?	10%
5.	Quality of conclusion?	10%
6.	Coverage of all major sides of the issue in a balanced way?	10%
7.	Substantive quality of opposing arguments?	10%
8.	Grammar	10%
9.	Paper rules followed?	10%

Paper Rules.

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 Canvas. 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. 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. Headings and sub-headings help clarify the organization of a paper for the reader, just as chapters and chapter-sections help clarify the organization of a book. Tertiary headings identify separate sections grouped together under a secondary heading, and secondary headings identify separate sections grouped together under a primary heading. I am not requiring that you use all three heading types – though a 2000-3000 word paper should at least be broken up with primary headings. The style you should use is:

   Primary:

   ORIGINS OF THE LILIPUTIANS
   In the 1600s, the Liliputians . . .

   Secondary:

   The Liliputian Diet
   While the Liliputian diet was not unlike our own . . .there were three sources of food . . .

   Tertiary:
   Agriculture. Most calories were obtained from agriculture . . .

4. All citations should use an "**author-date" citation style**, with a references section at the end. If in doubt what this means, just copy the style of the *American Political Science Review* (do not worry about citation forms for unusual sources, you will not be penalized for odd cases). Every entry in the reference/bibliography section should be referenced in the text. When referring to specific material in a document, your citation should identify the specific pages of the material. For example, "Spruyt (1994) argues that variation in the nature of trade helps account for the emergence of different political units in late medieval Europe" should read "Spruyt (1994:63-7) argues that variation in the nature of trade helps account for the emergence of different political units in late medieval Europe."
5. 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 and being a part of this world.
6. **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. If you are using a word processing program other than Word, try to find a font close to *Palatino Linotype*.
7. Number your pages.

8. Use Microsoft Word's "paragraph keep with next" function to keep headings from appearing at the bottom of pages with no following text.
9. Use 0.3 inch tabs, no space between paragraphs, and do not indent first paragraph in a section.
10. 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. Write in an active prose. For instance, "This paper argues . . ." or "I argue . . " are far better than "In this paper, I will argue. . ."
4. Do not write as if talking to your instructor. For instance, do not write: "In my literature review, I mainly focus . . ."
5. 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.
6. Avoid rhetorical questions unless you answer them.
7. All good papers of more than several pages are divided into appropriate sections clearly marked with headings and, if appropriate, sub-headings.
8. 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.
9. In the conclusion section you should summarize the highlights of your paper.
10. 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.
11. Paragraphs over two-hundred and fifty words (excluding footnotes) are often too long.
12. Make generous use of examples to illustrate your points. Analogies too may be helpful.
13. 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.
14. You may save time and produce a better paper by first outlining it, and then outlining each section. Then, stick to this outline.
15. 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.

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

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.

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.

Grading Scale:

Grading Scale (%)	
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

Grade Dissemination. Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using the Grade Book function of Canvas. Please note that scores returned mid-semester are unofficial grades.

Late Work Policy. Papers turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days.

Extra Credit Policy. To be fair to everyone, there is no extra credit available.

Incompletes. 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.

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

Communication with Instructor Policy. In this class our official mode of communication is through email located inside Canvas. 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.