IDS 4315: Global Perspectives

Department of Political Science
University of Central Florida
COURSE SYLLABUS

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Note: The instructor will be unavailable to meet in person after May 28.

I. University Course Catalog Description

The historical and contemporary contexts of globalization.

II. Course Objectives

Topically dedicated to issues in international politics, this class will investigate a number of different global political phenomena from the approach of social scientists. While scholars, politicians, and pundits may squabble over *why* something should or should not be done, or why or why not political beings behave in a particular way, we can all (perhaps) agree on the need to be able to assess these questions as objectively as possible. So in addition to learning about relevant topics, people, or places, the readings and assignments are chosen in order to expose students to the methods of researchers, primarily from the perspective of the discipline of political science. The majority of this class with be dedicated to consuming relevant literature, specifically in relation to five recent books that look at different issues in international politics. The latter stages of the class will be dedicated to the completion of a research paper that emulates the approach to research seen in the assigned readings.

Students will

1. Learn descriptive information about different issues in global, specifically non-western, politics.
2. Be exposed to how social scientists construct testable (and falsifiable) hypotheses related to politics.
3. See how social scientists go from theoretical reasoning, to designing research, to testing an argument.
4. Become more familiar with the limitations of the tools that they, and other social scientists, utilize.
5. Apply the lessons learned from the assigned readings to real-world events.
6. Complete a research paper relevant to global politics.

III. Required Texts and Materials

- Beaulieu, Emily. 2014. *Electoral Protest and Democracy in the Developing World*. Cambridge University Press. ISBN: 1107612276
- Chenoweth, Erica, and Maria Stephan. 2011. *Why Civil Resistance Works*. Columbia University Press. ISBN: 0231156839
- Hudson, Valerie. 2014. *Sex and World Peace*. Columbia University Press. ISBN: 0231131836.
- Ross, Michael. 2012. *The Oil Curse*. Princeton University Press. ISBN: 0691159637.
- Weeks, Jessica. 2014. *Dictators at War and Peace*. ISBN: 0801479827.

IV. Content Disclaimer (READ VERY CLOSELY)

Students should be fully committed to completing a full semester of coursework during the class. The class is only abbreviated in terms of time allowed for completion. In other words, students should be prepared to complete a four month class in around half of that time. This class will be both reading and writing intensive.

Students should also be prepared to complete assignments throughout the entirety of the course. By design, students cannot complete the class "early," regardless of their pace and performance. They will also be required to complete weekly assignments. The class will primarily be comprised of five modules based on each of the assigned books. Each Monday a new module will become available. All of its associated contents must be completed by the end of the following week. You will not be permitted to begin subsequent modules until all elements of the preceding modules have been completed.

This sequencing is adopted for two reasons. First, some elements of one module, especially content from mini-lectures, will often be necessary for students to succeed on subsequent modules. Also, the instructor will offer a brief "Post-Mortem" lecture after grading the components of each module. This will effectively be a mini-lecture that specifically responds to issues that were common across the whole of the class. Consequently, it is important for students to work at a similar pace and complete assignments at a similar time.

Second, students should fully commit to the module they are currently assigned. Any extra time should be committed to reviewing the material and working on the written assignments. In other words, efforts should focus on doing the work well, not simply getting it done. That said, although modules may not yet be available, students are free to "read ahead" and finish the books early (though assignments will not be available early).

V. Final Grade Calculation

Assessment		Available	Due	% of Semester Grade
Module 1: Dictators at War		**May 18**		**15% Total**
	Quizzes	May 18	May 27	7%
	Article Response	May 18	May 28	4%
	News Response	May 18	May 29	4%
Module 2: Civil Resistance		**May 25**		**15% Total**
	Quizzes	May 25	June 3	7%
	Article Response	May 25	June 4	4%
	News Response	May 25	June 5	4%
Module 3: Oil Curse		**June 1**		**15% Total**
	Quizzes	June 1	June 10	7%
	Article Response	June 1	June 11	4%
	News Response	June 1	June 12	4%
Module 4: Electoral Protest		**June 8**		**15% Total**
	Quizzes	June 8	June 17	7%
	Article Response	June 8	June 18	4%
	News Response	June 8	June 19	4%
Module 5: Sex & World Peace		**June 15**		**15% Total**
	Quizzes	June 15	June 24	7%
	Article Response	June 15	June 25	4%
	News Response	June 15	June 26	4%
Module 6:	**Paper**	**May 18**		**25% Total**
	Introduction		June 22	5%
	"Front End"		June 29	5%
	Final Draft		July 13	15%
TOTAL				**100%**

Quizzes (7% per book; 35% of semester grade)
Each module will include brief chapter-by-chapter quizzes for the book, other readings (journal and news articles), and (if appropriate) any "mini-lectures" for the module. All of these quizzes will be of equal value, with the average of them acting as the quiz grade for the module. These quizzes will include questions in two forms: multiple choice or fill in the blank. Quizzes will usually be comprised of 5-10 questions randomly drawn from a question bank of 10-25 questions for each chapter or mini-lecture.

Article Response (4% per module; 20% of semester grade)
Each module will have at least one article from an academic journal assigned. Students will complete a written response to the article. The article will be topically related to the content of the module's book. It could, however, completely disagree theoretically, reach different conclusions, or be in agreement with the book. Students will complete a brief 500 word essay that either explores 1) what would the writer of the article say about the book, or 2) how would the writer of the book respond to the article. A prompt providing more details for the article response will be available on webcourses.

News Response (4% per module; 20% of semester grade)
Similar to the article response, students will also read a batch of news articles for a current event. Students will be required to apply the arguments and lessons from the book and article to critically assess the event. In other words, how would the authors of the book and article interpret the event depicted in the news reports.

OPTIONAL: Students will have an opportunity to re-write their article and news response for the first module. This is only available for the first module and is done so that students can gain familiarity with what is expected from the task. Students taking this option will have the average of both submissions act as their grade for the component of the module.

Paper (25% of semester grade)
The latter stages of the class will be dedicated to completing a research paper. While students' attention will shift more toward writing, and there are no specific readings assigned, students will be required to identify and read scholarly publications that are appropriate to their project. The paper, and its individual components, will have minimal requirements for the number of sources utilized and the type of source used. Different aspects of the paper, including grading rubrics, will be made available on webcourses.

Elements of the paper will be submitted in stages, with later stages and the final draft illustrating that the student made any recommended changes.

VI. Grading Scale

Grading Scale (%)	
94-100	A
90-93.99	A-
87-89.99	B+
84-86.99	B
80-83.99	B-
77-79.99	C+
74-76.99	C
70-73.99	C-
67-69.99	D+
64-66.99	D
60-63.99	D-
0 – 59.99	F

Grade Dissemination
Assume each component will be graded within one week of submission. You can access your scores at any time using "myUCF Grades" in the portal. If the grade is not available online, assume your assignment has not been graded. Contact the instructor via email or Skype if a week has passed since submission and a grade has not been reported. Please note that scores returned mid-semester are unofficial grades. If you need help accessing myUCF Grades, see the online tutorial: https://myucfgrades.ucf.edu/help/.

VII. Course Policies

Late Work

As a rule, late work will not be accepted and assignments not completed on time will receive a grade of 0. Students should pay close attention to due dates, should be aware of the length of readings, and should plan on finishing their assignments in advance of the final due date. This is especially important for an online class, where technical issues could arise. Extensions due to technical issues will be allowed only when UCF's IT services can document an issue with Webcourses. In other words, the class and its due dates assume you have access to a reliable computer and reliable internet connection.

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.

Email

The instructor will make a strong effort to respond to all emails within 24 hours of receiving the message.

- All emails should include "IDS 4315" or another indicator in the subject line that identifies the message as relevant to the class. I will prioritize emails coming from students enrolled in the class. In other words, EMAILS THAT DO NOT INCLUDE AN APPROPRIATE SUBJECT LINE WILL LIKELY HAVE A DELAYED RESPONSE.
- Emails should include a salutation.
- Students, per university policy, are required to correspond with their official Knights email address.
    - Due to prior issues with Canvas, it is strongly recommended to use Outlook to draft emails. In previous semesters, emails and responses seem to get "lost" when submitted through Canvas/webcourses, and attachments almost never go through.
- Students should first consult the syllabus and announcements sent via Canvas/Webcourses/Email regarding basic requirements (this will usually save you time). If a change has been made to the course schedule it will be documented in an announcement.
- The instructor is available for Skype conversations by appointment.

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 who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, 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 record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Episodes of plagiarism will result in an automatic failure of the class and will see the case forwarded to the Office of Student Conduct with a recommendation for expulsion.

University Writing Center
The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197.

Religious Observances
Students are expected to notify their instructor in advance if a holy day of their religious faith is expected to influence their participation in the class. Given the online nature of the class, this is not expected to be an issue. If a conflict does exist, immediately notify the instructor. For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.