INR 3016: Department of Political Science

COURSE SYLLABUS
Summer 2015

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 construct 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:	By appointment only.

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 and finance, international security and terrorism, climate change, the proliferation of weapons of mass destruction, 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.

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

Course Credits. 3 hours.

Required Texts and Materials:

1. CQ Researcher Editors. 2014. *Global Issues*. Congressional Quarterly.
2. Joseph E. Stiglitz. 2007. *Making Globalization Work*. W. W. Norton & Company.

Evaluation:

1. Quizzes 77.5%. One quiz for each of seven modules.
2. Final Exam 22.5%. Online July 16.

Quizzes

There are seven quizzes during the semester, one for each module, always on Mondays or Thurdays, open 24 hours from 00:01 AM to 11:59 PM. The amount of content varies, so their worth and time allowed for taking the quiz varies as well. Quiz/exam schedule:

Module	Quiz or Exam Date	% of Course Grade	Minutes of Exam
Understanding the Global Political Order	Thr, May 28	15	45
Global Poverty	Thr, June 11	20	60
Climate Change	Thr, June 18	7.5	30
Big Banks and Corporations	Mon, June 29	15	45
The Vexing Middle East	Mon, July 6	10	35
Weapons of Mass Destruction	Thr, July 9	5	25
Balancing Rights & Security	Mon, July 13	5	25
Final Exam	Thr, July 16	22.5	75

Quiz Rules and Structure

1. **When to Take.** Quizzes are open from 00:01 AM to 11:59 PM on the days they are due, always Mondays and Thursdays.
2. **Preparation.** To help you prepare for the quizzes, in each module you will find a file "Instructor's Sense of the Readings".
3. **Content**. Questions are a varying mixture of multiple-choice, true-false, and short-answer.
4. **Cumulative**. While the quizzes are focused on each module, the content may be cumulative from prior modules.
5. **Make-up Policy.** No make-up quizzes are given, since it is unlikely you cannot schedule a time to take a quiz within a 24-hour period.
6. **No Re-takes.** You can take each module quiz only once during the period it is open.
7. **Checking Answers**. All expected answers to short-answer questions will be available for viewing after each quiz or exam is completed, for 5-7 days. After receiving your grades you should check your answers against expected ones. Contact me if you are not sure why you did not get full credit: I can make mistakes or, if I did not, I think it is important that everyone understands their assessments.

A Few Tips for Answering Open-Ended Questions

1. **The exams are openbook, so you will not get credit for just copying passages from the assigned materials**. Instead, the questions are largely aimed at assessing your *understanding* of the material. So rather than memorize details, you will be best prepared when you feel that you understand the underlying arguments and significance of the materials. In addition, be prepared for questions that may require you to thoughtfully integrate various materials, including materials from prior weeks.
2. **Make sure to express your answers in your own words**; avoid copying passages from the course materials. In reading your short-essay answers, my assistant and I try to grasp what you intended to say: we do not simply look for, or credit, key words or phrases.
3. **For most questions there are multiple possible right answers**, and for each, multiple ways of expressing them. My assistant and I thus read each answer very carefully to glean intent. So it helps if your answer is well written and you go right to the point with clarity using your own words.
4. **As a rule, any answer that is not universally understandable is not an answer**. For instance, for the question 'Why do trees have leaves?', the answer 'for photosynthesis' is not a universally understandable explanation, *even as that answer might be verbatim in the material*. The answer 'the leaves convert sunlight into carbon dioxide that trees need to grow' is.

5. **If you are not sure of an answer but are aware of the material and have some idea**, feel free to express that you are not sure, and what you are thinking and why. I am more than willing to give value to thinking and something learned from class that may be halfway there, or more. Of course, this is no license to make things up: I deeply discount content that is not informed from the course material. It helps to be honest.
6. **No one should think that I have predetermined the answers to all questions**. Good students come up with possible answers professors may not have thought of. My assistant and I try are best to catch these, and I am always open to discussing these issues with students and changing the grade after the fact.
7. **Be careful not to make things up** or just say everything you can think of, hoping something sticks. Each answer is carefully gleaned; if there is nothing is from class—if you just guessed and expressed what everybody already learned in kindergarten—your assessment is zero.

Cumulative Final Exam

Online July 16, open 24 hours from 00:01 AM to 11:59 PM. Short essays. Content is cumulative. Open for 24 hours so no make-ups are allowed.

How to Succeed in this Course

1. **Start each module soon after it opens**. This means watching the Instructor's Presentation if there is one, reading or viewing the material, and taking the quiz when it opens.

2. 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.

3. Feel free to use the course **chat** function to ask questions regarding course content. Unfortunately chat does not alert instructors when someone posts, so if I do not answer a question promptly just send me a message saying 'chat' and I'll know to go there.

5. **Take the Quizzes**. There are seven quizzes during the semester, always on Mondays or Thurdays. Content is cumulative.

7. **Take the final.** Online July 16, open 24 hours from 00:01 AM to 11:59 PM. Short essays. Content is cumulative.

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

May 18 - May 28 **Module 1: Understanding the Global Political Order**

Instructor's Presentation.

Readings:

- *Global Issues*, chapter 4.
- Thomas Ladenburg, "Dargo Doctrine and Rooselvelt Corollary" *Digital History*.
- "Five Secrets to Revising That Can Boost Your Grades", Tom Stafford, *The Guardian*, January 8, 2014.

Quiz #1.

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

May 29 - June 11

Module 2: Global Poverty

Instructor's Presentation.

Readings:

- *Global Issues*, chapters 7, 8 & 9.
- Stiglitz, *Making Globalization Work,* chapters 1 - 5.
- Beauchamp, "5 Reasons Why 2013 Was The Best Year In Human History", *ThinkProgress*, December 11, 2013.
- Krugman, "What Markets Will," October 16, 2014
- Applebaum, "How He and His Cronies Stole Russia," *The New York Review of Books*, December 18, 2014.
- Krugman, "Putin's Bubble Bursts", *New York Times*, Dec. 18, 2014.
- Burgis, "The Looting Machine, by Tom Burgis," *New York Times Sunday Review*, March 20, 2015.

Instructor's Sense of the Readings.

Quiz #2.

June 12 - 18 **<u>Module 3: Climate Change</u>**

Readings:

- *Global Issues*, chapters 15 & 16.
- Stiglitz, *Making Globalization Work,* chapter 6.
- Gillis, "Panel's Warning on Climate Risk: Worst Is Yet to Come," *New York Times*, March 31, 2014.
- Krugman, "Salvation Gets Cheap," *New York Times*, April 17, 2014.
- Randall, "While You Were Getting Worked Up Over Oil Prices, This Just Happened to Solar," *Bloomberg*, October 29, 2014.
- Davenport, "Optimism Faces Grave Realities at Climate Talks," *New York Times*, November 30, 2014.
- Gillis, "New Report Urges Western Governments to Reconsider Reliance on Biofuels," *New York Times*, January 28, 2015.
- Milbank, "Climate-change deniers are in retreat", *The Washington Post*, April 6, 2015.
- Gillis, "U.N. Climate Panel Warns Speedier Action Is Needed to Avert Disaster," New York Times, April 13, 2014.

Video: "One Guy With A Marker Just Made The Global Warming Debate Completely Obsolete."

Instructor's Sense of the Readings.

Quiz #3.

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.

June 19 - 29 **<u>Module 4: Big Banks and Corporations</u>**

Readings:

- *Global Issues*, chapters 10, 11 & 12.
- Stiglitz, *Making Globalization Work,* chapters 7 – 10.
- Tavernise, "Tobacco Firms Suing to Keep Markets Open in lDCs", *New York Times*, December 13, 2013.
- Bernstein, "Dethrone 'King Dollar'", *New York Times*, August 27, 2014.
- Editorial, "U.S. Allies, Lured by China's Bank," *New York Times*, March 20, 2015.
- Weisman, "At Global Economic Gathering, U.S. Primacy is Seen as Ebbing," *New York Times*, April 17, 2015

Instructor's Sense of the Readings.

Quiz #4.

June 30 - July 6 **Module 5: The Vexing Middle East**

Instructor's Presentation.

Readings:

- *Global Issues*, chapters 2, 3, 6 & 14.
- Higgins, "A Norway Town and Its Pipeline to Jihad in Syria," *New York Times*, April 4, 2015.
- Arango, "Longtime Rivals Look to Team Up to Confront ISIS," *New York Times*, September 9, 2014.
- Hadid, "Palestinian Leaders See Validation of Their Statehood Effort," *New York Times*, March 18, 2015.
- Munayyer, "Netanyahu's Win Is Good for Palestine," *New York Times*, March 18, 2015.
- Horowitz, "Israel Election Result Complicates Life for Clinton," *New York Times*, March 19, 2015.
- Horowitz, "Do the Democrats and Israel Have a Future Together," *New York Times Magazine*, March 20, 2015.
- Mazzetti and Cooper, "Sale of U.S. Arms Fuels the Wars of Arab States," *New York Times*, April 18, 2015.
- Krauss, "New Balance of Power," *New York Times*, April 22, 2015.

"Map Shows World's Most Racist Countries (and the Answers May Surprise you)", Hugo Gye, *The Mail*, May 16, 2013.
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 #5.

July 7 - 9 **Module 6: Weapons of Mass Destruction**

Instructor's Presentation.

Readings:

- *Global Issues*, chapter 1.
- Hudson, "7 Things North Korea Is Really Good At", *Foreign Policy Magazine*, April 29, 2013.
- Gordon, "U.S. Delegation Is to Visit Moscow to Review Claims of a Missile Violation," *New York Times*, September 8, 2014.
- Sanger, "With U.S. Eyes on Iran, North Korea's Nuclear Arsenal Expanded," *New York Times*, May 7, 2015.

Instructor's Sense of the Readings.

Quiz #6.

July 10 - 13 **Module 7: Balancing Rights & Security**

Readings:

- *Global Issues*, chapters 5 & 13.
- Sanger, "Fine Line Seen in U.S. Spying on Companies," *New York Times*, May 20, 2014.

Instructor's Sense of the Readings.
Quiz #7.

July 16 **Final Exam**

Open 24 hours from 00:01 AM to 11:59 PM. Short essays. Content is cumulative.

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. Exceptions are allowed only in extreme circumstances.

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

Grading Scale (%)	
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, or if turned in less than five days before the end of the semester.

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.