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 my quizzes are largely short-answer thought questions aimed at assessing your understanding of the subject matter, rather than your ability to memorize facts. **So be warned: do not take this course if you are not prepared to *learn and think***, as no credit is given on my quizzes for memorized stocked answers and copy-pasting of content. But if you love learning and thinking, my hope is that you will have as much fun in this course as I always do.

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. 2014. Global Issues. Congressional Quarterly.
- Joseph E. Stiglitz. 2007. Making Globalization Work. W. W. Norton & Company.

Office Hours: Tuesdays 2:00 to 3:00 & Wednesdays 11:15 to 2:30.

Evaluation

- Eight quizzes, one for each module, 80%.
- Paper, 20%
- Final exam is optional: you can re-take up to two quizzes.

Course Schedule and Guidelines

	Modules	Dates					Deadlines		% of Grade	Minutes of Quiz
1	The Origins of the Modern World	Aug	24	-	Sept	1	Tuesday, Sept	1	5%	25
2	How the World Works	Sept	2	-	Sept	15	Tuesday, Sept	15	15%	45
3	Why There are Rich and Poor	Sept	16	-	Oct	6	Tuesday, Oct	6	18%	60
4	Why Can't We Solve Climate Change?	Oct	7	-	Oct	13	Tuesday, Oct	13	5%	25
5	Big Banks and Corporations	Oct	14	-	Nov	3	Tuesday, Nov	3	17%	60
6	The Vexing Middle East	Nov	4	-	Nov	10	Tuesday, Nov	10	10%	35
7	Weapons of Mass Destruction	Nov	11	-	Nov	17	Tuesday, Nov	17	5%	25
8	Human Rights Under Threat	Nov	18	-	Nov	24	Tuesday, Nov	24	5%	25
	Inform Taking of Final Period	Nov	25	-	Dec	1	Tuesday, Dec	1	-	-
	Paper Due			-			Tuesday, Dec	8	20%	-
	Optional Final			-			Thursday, Dec	10	-	-

Course Outline

Part I The Origins of the Modern World

August 24 – Sept 1

Module 1: The Origins of the Modern World

Instructor's Presentation.
Global Issues, chapter 4.
Instructor's Sense of the Readings.
QUIZ #1 open 24 hours September 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.

September 2 – 15

Module 2: How the World Works

Instructor's Presentation.
Ladenburg, "Dargo Doctrine and Roosevelt Corollary" *Digital History*.
Instructor's Sense of the Readings.
QUIZ #2 open 24 hours September 15.

If interested in exploring more:

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.

Sept 16 – October 6

<u>Module 3: Why Are There Rich and Poor?</u>

Instructor's Presentation.
Global Issues, chapters 7, 8 & 9.
Stiglitz, Making Globalization Work, chapters 1 - 5.
Krugman, "What Markets Will," October 16, 2014.
Beauchamp, "5 Reasons Why 2013 Was The Best Year In Human History", ThinkProgress, December 11, 2013.
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.
Editorial, "Trade Wars in Congress," New York Times Sunday Review, May 12, 2015.
Appelbaum, "Perils in Trade Deals When Factories Close and Towns Struggle", New York Times, May 17, 2015.
Instructor's Sense of the Readings.
QUIZ #3 open 24 hours October 6.

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.

October 7 – 13

Module 4: Why Can't We Solve Climate Change?

Instructor's Presentation.

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.

Gillis, "U.N. Climate Panel Warns Speedier Action Is Needed to Avert Disaster," New York Times, April 13, 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.

Carrington and Davies, "US Taxpayers Subsidising World's Biggest Fossil Fuel Companies," The Guardian, May 14, 2015.

Carrington, "Fossil Fuels Subsidised by $10m a Minute, says IMF," The Guardian, May 18, 2015.

QUIZ #4 open 24 hours October 13.

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.

October 14 – Nov 3

Module 5: The Big Banks & Corporations

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.
Protess and Corkory, "5 Big Banks Expected to Plead Guilty to Felony Charges, but Punishments May Be Tempered," New York Times, May 14, 2015.
QUIZ #5 open 24 hours November 3.

November 4 – 10

Module 6: The Vexing Middle East

Instructor's Presentation.
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.
Bernard and Arango, "Using Violence and Persuasion, ISIS Makes Political Gains," New York Times, June 3, 2015.
"Map Shows World's Most Racist Countries (and the Answers May Surprise you)", Hugo Gye, The Mail, May 16, 2013.
Instructor's Sense of the Readings.
QUIZ #6 open 24 hours November 10.

November 11 – 17

Module 7: Weapons of Mass Destruction

Instructor's Presentation.
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.
Sanger, "Saudi Arabia Promises to Match Iran in Nuclear Capability," New York Times, May 14, 2015.
Chivers, "12 Years Later, a Mystery of Chemical Exposure in Iraq Clears Slightly," New York Times, May 14, 2015.
QUIZ #7 open 24 hours November 17.

November 18 – 24

Module 8: Human Rights Under Threat

Global Issues, chapters 5 & 13.
Savage, "A Debate Over How Long Democracy Can Wage Battles in Shadows," New York Times, May 15, 2015.
Sanger, "Fine Line Seen in U.S. Spying on Companies," New York Times, May 20, 2014.
QUIZ #8 open 24 hours November 24

If interested in exploring more:
"Former Leader of Guatemala Is Guilty of Genocide Against Mayan Group." Elisabeth Malkin, *New York Times*, May 10, 2013.

Nov 25 – Dec 4

Period to Inform Taking of Final

Inform course teaching assistant of up to two quizzes to re-take during final examination period.
Deadline December 4.

Dec 8

Paper Due

Dec 10

Optional Final Exam

Re-take up to two quizzes to improve your grade.

How to Do Well on the Quizzes

Quiz Rules and Structure

1. **When to Take.** There are eight quizzes during the semester, one for each module. Quizzes are open from 00:01 AM to 11:59 PM on the days they are due, always on a Tuesday.
2. To help you prepare for the quizzes, in each module you will find a file "Instructor's Sense of the Readings".
3. **Style**. Questions are short-answer essays; opened-ended questions.
4. **Cumulative**. While the quizzes are focused on each module, the content may be cumulative from prior modules.
5. **You get re-takes!** There is no final exam, but during the final examination period you have the option of re-taking any two quizzes to increase your grade. This is the optional final exam (there is no other part to the final exam).
6. **Make-up Policy.** No make-up quizzes are given, since you have the option of re-taking up to two quizzes during the final exam period.
7. **Beware** that once you start a quiz you have to complete it within the time allowed. You cannot close a quiz and open it again later.
8. As can be seen on the 'Course Schedule and Modules Page', the quizzes vary in the number of points earned and the amount of time you have to take them.

You Grade Your Own Quizzes!

Here is how it works: After you take your quiz my assistant and I identify correct and partially-correct answers, report your *tentative* grades, and post the answers we were looking for 48 hours. During this period your job is to check your answers against our expected ones. For any answer you did not get 100, you have 48 hours to send us a message in Canvas with the heading, "quiz X, question X_your name" (for instance "quiz 1, question 4, Mousseau") and we will check it carefully. Please explain why you think your answer may deserve a higher grade.

Pay attention to chat! 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. So I am always open to discussing these with students. In some cases I may share this discussion on the course chat, because sometimes really good ideas come from students and it is worth sharing

them. Also, and this is key, by going on chat everyone gets a chance to see what credit is being given out for, and notify me if they may also deserve this credit. In my experience students often have good and insightful ideas and chat is a good place to share these, or explain why an answer that might seem right is not (I keep the identity of the students confidential of course).

The Grading is Inherently Fair!

For each question I assign a minimum grade, up to 59, to facilitate a curve up to an 82 (so grades on incorrect answers will range from 0 to 59). This means the grading is inherently fair, since each question has a minimum value determined largely by the difficulty of the question, and students are not unfairly penalized for very difficult ones. That is, easy questions (those where most students manage high marks) will have lower minimums, sometimes 0; harder questions will have higher minimums, up to 59. Some implications:

- If you do poorly on just a small number of questions, your grade will not be too negatively impacted, since you will get some minimum value. That is, you can earn a high grade in this course as long as you do well on most questions most of the time.
- Inversely, if you do poorly consistently, you will get a very low grade or possibly fail, since the maximum minimum grade for an incorrect answer is 59, and failing is 59 or less.
- I have full trust that students do not share questions with other students after taking the quizzes. For the small number of you who may be inclined to think about violating this special trust and acting dishonorably, remember that with this system violating this trust will do you harm (since it will cause a lowering of the minimum grade).

Quiz Tips

1. Short-answer questions are design foremost to assess student *understanding* of the material, in contrast to memorization of it. So the best way to prepare for the quizzes is to understand the *point* of each lecture or reading passage, and memorize nothing. We can draw the analogy with math: we know that 2 + 2 = 4 not because

we memorized it, but because we understand the rules of math. In this class, aim to understand the points, arguments, and insights of the various materials.

2. To prepare, you should highlight important passages in the readings and take lecture notes by hand. After each reading or lecture section, stop and summarize what has been covered and think about it. What does it mean towards understanding the world? What are the implications for other readings and lectures in this course?
3. Before you take a quiz, you might summarize each reading or lecture section, each on a separate paper, and have the papers in front of you. Be prepared to think about the materials (not copy-paste them); think about each in relation to the others.
4. My favorite questions require students to apply one reading or lecture to another. For instance, if there was an article on Bernie Sanders, I might ask what Stiglitz would say about it. If you understand Stiglitz and the article on Bernie Sanders, rather than memorized them, you will be able to give a good answer. If you just memorized, you will not be able to answer the question because there is no Stiglitz statement on Sanders for which you can cut-paste.
5. Because I ask thought-style questions, there are often multiple possible right answers and, for each right answer, multiple ways of expressing it. My assistant and I read each answer very carefully to glean student *intent*; we do not simply look for, or credit, key words or phrases. So it helps if your answer is well written, and you go right to the point with clarity using your own words.
6. 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, or just throw in whatever you can and hope something sticks.
7. I deeply discount content that is not informed from the course material. I call it my 'kindergarten' rule: if the answer could have been written without any knowledge of course material, the student gets a zero. So be sure to indicate awareness of the material
8. Going into a quiz with understanding of only some of the material may not be enough: since you never know what will be asked, to perform well you will need to know all of the material in the module.
9. These are open book exams. This means copying passages in the book or lectures into your exam answers will earn you a grade of ZERO.
10. As a rule, any answer that is not universally understandable is not an adequate answer. For instance, 'Why do trees have leaves'? The answer 'for photosynthesis' is not a universally understandable explanation; I do not care if it is verbatim from the

material. The answer 'the leaves convert sunlight into carbon dioxide that trees need to grow' is a universally understandable explanation, so it indicates you understand the material.

11. If you really know the answer to a question, own it by putting it in your own words and explaining it. To make your answer clear, it is often a good idea to make up new examples or apply analogies.

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 explicitly develop a thesis, but a well-written paper usually has some unifying theme which links the front and back ends. 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?
- 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.
- 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?
- Does the war on terror require us to give up some of our rights?
- 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?

Choose whatever topic you want: it is ok if another student is doing the same topic (though papers on common topics will be scrutinized for similarities). You can also feel free to develop your own paper topic, but if you do so I must approve it 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).

Sources. Use the library! Best sources are academic journals; for documented facts newspapers are fine. Book sources, weeklies, and other less-academic sources are less reliable but doable. Note that if an important factual claim is not primary sourced (meaning a newspaper article or government document is cited), then the writer may be merely citing somebody else who is making the statement of fact, and that secondary source could be making things up. So if the factual claim is highly crucial and controversial, you will need to look up the secondary source and see if that source cites a primary source for the claim, and keep going until you reach a primary source or a dead end. I did this once and established that there is no evidence for the US government carrying out a military coup in Bolivia in the 1960s, even as there are a lot of people citing each other as sources claiming it happened.

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%

****Note: Improper citation** indicates plagiarism and <u>can result in a zero grade</u>.

Paper Rules

1. **For references and citations procedures**, you must use the **APSA Style Manual** sections on citations and references. 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."
2. **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 2015"
   Paper Option # [enter 1, 2, or 3]
   Word count XXXX [excluding the bibliography].

   After some white space, your text may begin.
3. 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.
4. **For heading style, you must use the APSA Style Manual examples on page 12.** All good papers are organized into sections with primary headings, and maybe subsections with secondary headings, and sometimes even subsections of a subsection with tertiary headings. The use of headings is up to the writer; their purpose is to let the reader know where they are in the reading (the major sections of the paper should be explained in the introduction). To inform the reader where h/she is in a paper, primary, secondary, and tertiary headings should be distinguishable.
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 and being a part of this world.

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. If you are using a word processing program other than Word, try to find a font close to *Palatino Linotype*.
8. Number your pages.
9. Use Microsoft Word's "paragraph keep with next" function to keep headings from appearing at the bottom of pages with no following text.
10. Use 0.3 inch tabs, no space between paragraphs, and do not indent first paragraph in a section.
11. 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

Technical Resources

- UCF's Learning Online website provides information about Support Services and resources available for distance learners (e.g., UCF Service Desk, UCF Computer Store, and campus computer labs).
- Online@UCF Support provides technical support for students taking online courses at UCF.
- Knights Online: Resources specific for online students including Webcourses@UCF tutorials.

Notifications

Each semester, review your Notification settings to make sure you receive course information in a timely manner. Use this notification guide to make adjustments.

Interaction Guidelines

Many of the "rules of the road" that apply to conversations also apply to the use of interactive tools used in this course. Use the following conventions when interacting with the instructor and fellow students:

1. While using synchronous tools, such as chat and conferences, be located in a quiet, private environment. This will help you stay clear of disturbances.
2. If you want to send a personal message to the instructor or to another student, use conversations rather than the discussions (see Conversations).
3. Be patient. Don't expect an immediate response when you post to a discussion.
4. Respect each other's ideas, feelings and experience.
5. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
6. Explore disagreements and support assertions with data and evidence.
7. Be sure to post discussions in the appropriate discussion topic.
8. Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.
9. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
10. During a discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the discussions tool multiple times during the week.

Viruses and Redundancy

A virus can spell disaster. Your use of a reputable anti-virus program is a requirement for participation in this course. AVG is a great, free antivirus program. Malwarebytes is a great anti-malware program

Back up your files using Microsoft Skydrive through Knightsmail. Technical issues can and will happen. These problems do occur and are really inconvenient, however, they are not a valid excuse for failing to get your work in on time. Store your documents using skydrive to minimize the impact of such events.

Make-up Exam Policy. No make-ups are given. Exceptions are allowed only in extreme circumstances.

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.

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

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 2-3 days late. Essays will not be accepted if overdue by more than three 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.

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.

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.

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.

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.