INR 3016: Department of Political Science

COURSE SYLLABUS

Spring 2016

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. John Stuart Mill summarizes my teaching philosophy perfectly: "Good learning," to paraphrase him in On Liberty, "is the search for truth; it is about confronting new ideas, exposing dogmas, forcing people to challenge themselves and confront their own biases" (http://talkingpointsmemo.com/cafe/higher-education-following-k-12-failed-policy (Links to an external site).

I therefore embrace challenges and critical thinking. Having a perpetually-open mind is the hallmark of a good life, and essential for a good student. You must be prepared to have many of your starting assumptions and worldviews challenged in this course. Relish the challenge!

Because I care about learning rather than the ability to memorize facts, to assess your progress my open-book exam questions are largely aimed at testing your understanding of the subject matter. Those who prepare by memorizing passages of the materials and details, rather than thinking about the larger picture and seeking to understand different views of cause and effect, will not succeed in this course. If you are uncomfortable with my approach, do not take this or any course with me. But if you want to genuinely learn about the world, and gain knowledge and insight for a lifetime, then you have come to the right place.

Send me an email or see me if any issue arises. I hope you have as much fun in this class 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 how the world works, global inequality, conflict in the Middle East, Islamist terrorism, the proliferation of weapons of mass destruction, climate change, terrorism and anti-Americanism, global warming, great power relations, 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 1:00 to 2:00 & Thursdays 3:30 to 5:30.

Evaluation

- Four open-book quizzes, one for each module, 75%
- Participation in debate, 5%
- Paper, 20%

Course Outline

January 11 – February 8	**<u>Module 1: How the World Works</u>** Instructor's Presentation. QUIZ #1 open 24 hours February 8. DEBATE open February 1 to 7.

February 9 – March 14	**<u>Module 2: Issues in Global Political Economy</u>** Instructor's Presentation. Readings (see Canvas) QUIZ #2 open 24 hours March 14.
March 15 – April 4	**<u>Module 3: The Middle East, Islamist Terrorism, and Weapons Proliferation</u>** Instructor's Presentation. Readings (see Canvas) QUIZ #3 open 24 hours April 4.
April 5 – April 25	**<u>Module 4: Great Power Relations, Climate Change, and Human Rights</u>** Instructor's Presentation. Readings (see Canvas) QUIZ #4 open 24 hours April 25.
April 27	**<u>Paper Due</u>**
April 29	**<u>Optional Re-take of One Quiz</u>** There is no final exam.

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, <u>always on a Monday</u>.
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 a re-take!** There is no final exam, but during the final examination period you have the option of re-taking any one quiz to increase your grade. Includes any

quiz missed for any reason. Warning: your retake can result in a lowering of your grade.

6. **Make-up Policy.** No make-up quizzes are given, since you have the option of re-taking one quiz. If you missed more than one quiz your only option for a make-up is the provision of a documented serious health or family issue.
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.

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 55, to facilitate a curve up to an 82 (so grades on incorrect answers will range from 0 to 55). 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 55. 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 55, 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 construct 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 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.

The Debate

The debate takes place during Module 1, February 1 to 7. To earn full credit, your first participation must be no later than **February 3**. This way others may have a chance

to respond to your contribution. After reading below, you can start at Debate: Is the U.S. an Imperial Power?.

Relevance of the Debate Topic

In my experience students are surprised to learn in Module 1 the core distinctions of "imperial" versus "normal" trade, and that the global "normal" trading system we have today is essentially a creation of the U.S. after WWII. As you know by Module 1 in this course, "normal" trade means that tariff rates are equal between nations, whereas "imperial" trade means the stronger state imposes unfair tariff rates on the weaker one. Normal trade also implies the principles of *reciprocity* (that nations treat each other equally in trade and investment rules) and *self-determination* (that nations have the right to determine their own tariff rates as with all other foreign policies).

I believe many students are surprised to learn that the U.S. does not engage in imperial trade, and that the global economy is based on normal trade largely because the U.S. made it so after WWII. I think there are three reasons for this. First, many students often assume that the U.S. threatens or uses force against other nations to obtain unequal tariff rates in its favor. If you are one of those making this assumption, I offer this challenge: find one case in history where this has happened. If you find one, bring it into the debate and let's scrutinize it.

A second reason students may be surprised that a professor questions whether the U.S. is "imperial" is because they may be aware of the many times the U.S. has used force against other nations, some of these in secret. However, *and this is the important part*: the use of force does *not* imply violations of normal trade rules and self-determination. A nation can use force for a host of reasons, including security motivations.

A third and final reason students may be surprised by the idea that the U.S. may not be imperial is because many instructors (and thousands of books and articles) present students with the multiple cases of U.S. uses of force against other nations, and then strongly imply from these cases that the use of force was for reasons of economic imperialism. The key word here is "imply": I offer that most of these instructors and literatures fail to submit documented evidence; they usually just push students to deduce from use of force to 'therefore imperialist', as if the latter immediately follows from the former. This is wrong. My view is that students must be encouraged to think for themselves. This is the point of this debate!

How to Approach the Debate

To make this debate a success, it is very important that we adopt a working **definition of "imperialism"** and stick to it throughout. For reasons that should be clear from Module 1, a nation is "imperial" 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**. As in a court of law, intentions cannot be seen, they can only be inferred. So what is the best inference to draw on U.S. intentions in world politics? Intelligent inferences draw on all the evidence, cases of interventions and cases of non-interventions, and seek to identify common patterns across all cases. Does the U.S. have a pattern of using force and obtaining unfair trading privileges afterwards? Do alternative explanations offer better explanations for U.S. uses of force?

Assessment

Includes quality as well as quantity of contributions. Quality is indicated by the student's apparent awareness of the material, relevance of points to the topic at hand, and thoughtfulness of contributions. **You must avoid**:

1. Simply arguing that the U.S. is either good or bad. This is not the issue!
2. Simply arguing that the U.S. is either selfish or altruistic. We can safely assume all nations pursue their interests as they see them; the U.S. should be no different. At issue is *how* a nation perceives its interest.
3. Opinion without facts or argument.
4. Unsupported assertions. If you make a factual statement that is crucial and controversial, document your source.
5. Failing to stick with the class definition of imperialism. Maybe a better term could be 'economic imperialism'.
6. Arguing that U.S. largely supports democracy and human rights or, the opposite, that the U.S. largely supports repressive dictatorships. There are plenty of cases to support both arguments, and neither is relevant to the issue at hand, since the issue is U.S. *motivation*.
7. Giving one's own theory of the world or U.S. foreign policy.
8. Stream of consciousness dribble.

Everybody knows my view: I do not believe the U.S. is imperial. But I am not imposing this: I want to convince you by argument. One can finish the debate and still not be so convinced, but still get an A-grade because he or she contributed well with reasoned arguments and facts.

Given that my view is known, one way to start the debate is to encourage responses to the following challenge: when in history has the U.S. ever sought 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 either:

1. Obtaining unfair (unequal) trade privileges.
2. Special benefits for its corporations.
3. Imposing its preferred economic and social order.
4. Taking stuff (like oil)

Another way to start the debate is to identify a case, or set of cases, where the U.S. could have acted imperially if it wanted to, but did not. Either way, we have two ways to start, from which students can contribute documentation and add cases, etc. Also, anyone can start a thread any way they wish.

Debate Errors to Avoid

1. The fallacy of the **hasty generalization**. Steve may eat a cookie, but that does not mean he always eats cookies. 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. So 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 cookies 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 cookies 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: changing or exaggerating an 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.
- Try to 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 we can also try to avoid them by copying and pasting the text into Microsoft Word, and pasting it back to the posting area.
- Sometimes someone may respond to an argument in a way a way that can be interpreted as offensive, even if no offense was intended. This is because in chat we cannot communicate with our faces. Let's try to avoid these mishaps by generously adding smiley faces if that expresses how we would look if we were talking in person, and not saying what we were going to say if it does not. Another tip: if a comment angers you and you want to respond, first write your response in Word, and then wait an hour or a day before reading it again. Later on you may be glad you did not send that nasty note!

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 indigenous rights under international human rights law?
- Is there enough protection for gay and lesbian rights in international human rights law?
- 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 <u>citations and references</u>. 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, Spring 2016"
   Word count XXXX

   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.