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. 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 (http://talkingpointsmemo.com/cafe/higher-education-following-k-12-failed-policy)**).

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, I assess your progress with open-book exam questions largely aimed at testing your understanding of the subject matter. Those who prepare by memorizing the material rather than understanding it will not succeed in this course. If you are not comfortable with my approach, do not take this class! 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.

Course is Online Only

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

Evaluation

Four Quizzes (80%)

Debate (10%)

Term Paper (10%)

To Start the Course

You must first read my Introduction and Syllabus
and then go here to take the academic activity assessment
no later than the first Friday after classes begin

E-Office Hours: I usually respond within 24 hours

Module 1: How the World Works

***Please Note for all Presentations Through the Semester:**

1. They have audio content.

2. They are frequently misnamed and misnumbered, due to their original construction for prior courses. Just ignore these errors.

3. They may contain references, particularly at the start of the presentations, to organizational and other matters that do not pertain to our present organization, such as "weeks" rather than modules; or "starter quiz". Just ignore these.

Presentations For Module 1 & Quiz 1:

Instructor's Presentation Part 1 (65 min.) here (in video) and here (in PDF)

Instructor's Presentation Part 2 (122 min.) here (in video) and here (in PDF)

Instructor's Presentation Part 3 (29 min.) here (in video) and here (in PDF)

Instructor's Presentation Part 4 (76 min.) here (in video) and here (in PDF)

Instructor's Presentation Part 5 (68 min.) here (in video) and here (in PDF)

Instructor's Presentation Part 6 (85 min.) here (in video) and here (in PDF)

Readings

- Stafford, Five Secrets to Revising That Can Boost Your Grades, *The Guardian*, January 8, 2014.
- Beauchamp, "5 Reasons Why 2013 Was The Best Year In Human History", *ThinkProgress*, December 11, 2013.
- Ladenburg, "Drago Doctrine and Roosevelt Corollary". *Digital History*. Which of the three theories, *defense*, *economics*, or *idealism* best explain the U.S. actions? Why?
- Rosenberg, "WWI, Wilsonianism, and Challenges to US Empire". Argues the US is imperialist. As you read, try to determine if his various claims that the U.S. sought unequal economic gains in its interventions, as defined in the debate, are actually suppported with evidence. If not, think about why not.

Module 1: Instructor's Sense of the Readings

Debate: Is the U.S. an Imperial Power?. Note: You must contribute by Tuesday at 11:59 pm for full credit. This way others may have a chance to respond to your contribution. Before starting, **you must read How to Do Well in the Debate (6%).**

Module Quiz #1 is open 24 hours from 12:01 AM to 11:59 PM.

***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.
- Watch:

http://www.viralforest.com/watch-1000-years-european-borders-change/ (Links to an external site.)Links to an external site.
http://www.openculture.com/2014/07/every-day-of-wwi-in-a-6-minute-time-lapse-film.html (Links to an external site.)Links to an external site.

Module 2: Issues Global Political Economy

(Links to an external site.)Links to an external site.

Module Quiz #2 is open 24 hours 12:01 AM to 11:59 PM

Instructor's Presentation (42 min.) here (in video) and here (in PDF)

Readings

- "US Trade Policy," *Global Issues 2014 edition*, chapter 7
- "Booming Africa," *Global Issues 2014 edition*, chapter 9
- "Euro Crisis," *Global Issues 2014 edition*, chapter 10
- "Global Hunger," *Global Issues 2015 edition*, chapter 16
- Stiglitz, *Making Globalization Work,* chapters 1-5 & 7-10.

Smaller News Articles. Read *after* the above. These are intended to update the issues and encourage you to apply and think about the structure you learned in the course materials. **Note that these are subject to change up to the start date of the module (that is, up to the date of the prior quiz).**

- Tavernise, "Tobacco Firms' Tactics Limit Tobacco Firms' Tactics Limit Poorer Nations' Smoking Laws," *New York Times*, December 13, 2013.
- Editorial, "Trade Wars in Congress - NYTimes," *New York Times Sunday Review*, May 12, 2015.
- Yglesias, "Iceland put bankers in jail rather than bailing them out — and it worked," Vox.com, June 9, 2015.
- Nixon and Davenport, "Environmentalists Praise Wildlife Measures in Trans-Pacific Trade Pact," *New York Times*, October 5, 2015.
- Bradsher and Pollack, "What Changes Lie Ahead From the Trans-Pacific Partnership Pact," *New York Times*, October 5, 2015.
- Calmes, "In Pacific Trade Deal, Vietnam Agrees to U.S. Terms on Labor Rights," *New York Times*, November 5, 2015.
- Ostry, Loungani, and Furceri, "IMF Report Neoliberalism Oversold",*Finance & Development*, June 2016.
- Shane, "Panama Papers Reveal Wide Use of Shell Companies by African Officials," *New York Times*, July 25, 2016.

Watch

The Big Short (Links to an external site.)Links to an external site.

Watch the full movie, not just the trailer. Producers: Brad Pitt, Dede Gardner, Jeremy Kleiner, Arnon Milchan

How the Euro Caused the Greek Crisis (Links to an external site.)Links to an external site.

Module 2 - Part I: Instructor's Sense of the Readings

Module 3: The Middle East, Islamist Terrorism, and Weapons Proliferation

*Important to Note:

1. This module has three parts.

2. All the readings not in *Stiglitz* or *Global Issues* are subject to change up to the start date of the module (that is, up to the date of the prior quiz).

Module Quiz #3 is open 24 hours from 12:01 AM to 11:59 PM.

Part I: The Arab-Israeli Conflict and the Vexing Middle East

Instructor's Presentation Part 1 (45 min.) here (in video) and here (in PDF)

Readings

- "Israel and the Arabs," Global Issues 2014 edition chapter 2.

- Krauss, "New Balance of Power," *New York Times*, April 22, 2015.
- Nawaja, "Israel, Don't Level My Village," *New York Times*, July 23, 2015.
- Editorial, "Is Israel Abandoning a Two-State Solution," *New York Times*, December 28, 2016.
- Fisher, "The Two-State Solution: What It Is and Why It Hasn't Happened," *New York Times*, December 29, 2016.

Module 3 - Part I: Instructor's Sense of the Readings

Part II: Islamist Terrorism

Instructor's Presentation Part 2 ***(22 min.) here (in video) and here (in PDF)***

Readings

- "Islamist Terrorism," in Global Issues 2014 edition chapter 6. In two parts here and here.
- "Assessing the Threat from al Qaeda", Global Issues edition 2015, chapter 5.
- Gall, "Ally, Enemy or Both? Saudi Arabia's Many Roles in Afghanistan," *New York Times*, December 6, 2016.
- Orton, "How Saddam Hussein Gave Us ISIS," *New York Times*, December 23, 2015.
- Fisher, "How the Iranian-Saudi Proxy Struggle Tore Apart the Middle East," *New York Times*, November 19, 2016.
- Hubbard, "A Saudi Morals Enforcer Called for a More Liberal Islam. Then the Death Threats Began," *New York Times*, July 10, 2016.
- Kristof, "The Terrorists the Saudis Cultivate in Peaceful Countries," *New York Times*, July 2, 2016.
- Zarif, "Let Us Rid the World of Wahhabism," *New York Times*, Sept. 13, 2016.

Watch

- Syria's War: A Five Minute History (Links to an external site.)Links to an external site.
- What Everyone wants in Syria in One Slide
- The myth of a Sunni-Shia war (Links to an external site.)Links to an external site.
- A More Complex Map of Sunnis and Shiites (Links to an external site.)Links to an external site.

Module 3 - Part II: Instructor's Sense of the Readings

Part III: The Proliferation of Weapons of Mass Destruction

Instructor's Presentation Part 3 (56 min) here (in video) and here (in PDF)

Readings

- "Chemical and Biological Weapons," Global Issues 2014 edition chapter 1

- Rosenberg and Hubbard, "Middle East Allies See Heightened Peril in Newly Empowered Tehran," *New York Times*, July 14, 2015.
- Kaplan, "The Real Reason Israel, Saudi Arabia, and Neocons Hate the Iran Deal," *New York Times*, July 14, 2015.

Module 3 - Part III: Instructor's Sense of the Readings

Module 4: Great Power Relations, Climate Change, and Human Rights

*Important to Note:

1. This module has three parts.

2. All the readings not in *Stiglitz* or *Global Issues* are subject to change up to the start date of the module (that is, up to the date of the prior quiz).

Module Quiz #4 is open 24 hours from 12:01 AM to 11:59 PM.

Part I: Great Power Relations

- "Resurgent Russia", Global Issues edition 2015, chapter 8.
- "US Global Engagement", Global Issues edition 2015, chapter 12.
- Krauss and Bradsher, "China's Global Ambitions," July 24, 2015.
- Einhorn, Fairfield, and Wallace, "Russia Rearms for a New Era (Links to an external site.)Links to an external site.," *New York Times*, December 24, 2015.
- Andrew Foxall, "Why Putin Loves Brexit", *New York Times*, July 13, 2016.
- Neil Macfarquhar, "A Powerful Russian Weapon: The Spread of False Stories", *New York Times*, Aug. 28, 2016.
- Andrew Higgins, "In Expanding Russian Influence, Faith Combines With Firepower", *New York Times*, Sept. 13, 2016.
- Editorial, "Vladimir Putin's Outlaw State," *New York Times*, Sept. 29, 2016.

- David E. Sanger and Charlie Savage, "U.S. Says Russia Directed Hacks to Influence Elections", *New York Times*, Oct. 7, 2016.
- David E. Sanger and Nicole Perlroth, "What Options Does the U.S. Have After Accusing Russia of Hacks? ", *New York Times*, Oct. 8, 2016.
- Broad and Sanger, "Race for Latest Class of Nuclear Arms Threatens to Revive Cold War", *New York Times*, April 16, 2016.
- Gorden, "Russia Is Moving Ahead With Missile Program That Violates Treaty, U.S", *New York Times*, Oct. 19, 2016.
- Higgins, "Russia Intent on Unsettling EU", *New York Times*, Dec. 24, 2016.
- Sanger, "Obama Strikes Back at Russia for Election Hacking", *New York Times*, Dec. 29, 2016.
- Schmitt, "US Lending Support to Baltic States Fearing Russia", *New York Times*, Jan. 1, 2017.
- Sang-Hun, "China Suspends All Coal Imports From North Korea",*New York Times*, Feb. 18, 2017.
- Perlez, "Rex Tillerson and Xi Jinping Meet in China and Emphasize Cooperation", *New York Times*, March 19, 2017.

Module 4 - Part I: Instructor's Sense of the Readings

Part II: Climate Change

- "Vanishing Biodiversity", Global Issues edition 2013, chapter 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.
- Milbank, "Climate-change Deniers are in Retreat", *The Washington Post*, April 6, 2015.
- Krugman, "Salvation Gets Cheap," *New York Times*, April 17, 2014.
- 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.
- Union of Concerned Scientists, "The Climate Deception Dossiers", July 14, 2015.
- Davenport and Harris, "Obama to Unviel Tougher Climate Plan,"*New York Times*, August 2, 2015.
- Oreskes, "Exxon's Climate Concealment," *New York Times*, October 9, 2015.
- Gillis, "A Path for Climate Change, Beyond Paris," *New York Times*, December 1, 2015.
- Gertner, "The Secrets in Greenland's Ice Sheet," *New York Times*, November 12, 2015.
- Gillis, "Short Answers to Hard Questions About Climate Change (Links to an external site.)Links to an external site.," *New York Times*, November 28, 2015.

- Randall, "While You Were Getting Worked Up Over Oil Prices, This Just Happened to Solar," *Bloomberg*, October 29, 2014.

- Gillis, "New Report Urges Western Governments to Reconsider Reliance on Biofuels," *New York Times*, January 28, 2015.
- Holthaus, "Earth's Most Famous Climate Scientist Issues Bombshell Sea Level Warning," *The Slatest,* July 20, 2015.
- Bradsher, "The Paris Agreement on Climate Change Is Official. Now What?," *New York Times*, November 4, 2016.
- Webber, "The Coal Industry Isn't Coming Back" *New York Times*, November 15, 2016.
- Davenport, "Diplomats Confront New Threat to Paris Climate Pact_ Donald Trump," *New York Times*, November 18, 2016.
- Biggers, "Cities and States Lead on Climate Change," *New York Times*, November 30, 2016.

Watch

Cowspiracy: The Sustainability Secret (Links to an external site.)Links to an external site.

by Filmmakers Kip Andersen and Keegan Kuhn address the effects of cattle on the environment. Watch the full movie, not just the trailer.

Module 4 - Part II: Instructor's Sense of the Materials

***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.

Part III: Human Rights

- "Women's Rights", Global Issues edition 2013, chapter 14.
- "Human Trafficking", Global Issues edition 2013, chapter 15.
- Savage, "A Debate Over How Long Democracy Can Wage Battles in Shadows," *New York Times*, May 15, 2015.
- Guozhen, "China vs. Its Human Rights Lawyers," *New York Times*, July 31, 2015.
- Rubin, "Flawed Justice After a Mob Killed an Afghan Woman," *New York Times*, December 26, 2015.
- Olson, "Study Finds Only Modest Gains by Women and Minorities on Fortune 500 Boards," *New York Times*, Feb. 5, 2017.

Module 4 - Part III: Instructor's Sense of the Readings

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 Text: Joseph E. Stiglitz. 2007. Making Globalization Work. W. W. Norton & Company. .

Evaluation:

- Debate, 10%
- Paper, 10%
- Four quizzes, open-book essays, one for each module, 20% each, 80%

Course Policies:

Technical Resources

- UCF's **Learning Online (http://learn.ucf.edu/)** website provides information about **Support Services (http://learn.ucf.edu/support/support-services/)** and resources available for distance learners (e.g., UCF Service Desk, UCF Computer Store, and campus computer labs).
- **Online@UCF Support (http://learn.ucf.edu/support/)** provides technical support for students taking online courses at UCF.
- **Knights Online (http://learn.ucf.edu/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** **(http://guides.instructure.com/s/2204/m/4144/l/45879-how-do-i-change-my-notification-preferences-in-canvas)** 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** **(http://free.avg.com/us-en/homepage)** is a great, free antivirus program. **Malwarebytes** **(http://www.malwarebytes.org/)** is a great anti-malware program

Back up your files using **Microsoft Skydrive** **(https://publishing.ucf.edu/sites/itr/cst/Documents/service%20desk/Knights%20Email%20-%20Outlook%20Web%20App%20-%20Sky%20Drive.pdf)** 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. Make-ups exams are given only with exceptional and documented 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 (%)

95-100	A
90-94	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. Late papers accrue penalties of 1% grade reduction after the first hour, 3% after six hours, and 5% up to 24 hours. No papers are accepted after 24 hours.

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 havea 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

How To Do Well On The Term Paper 20 Percent

Term Paper Outline .pdf

Your task on the term paper is 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?
- Should we fear Russia?
- Should the US be doing more to protect Ukraine from Russia?
- Should the US be doing more to contain or destroy ISIS?
- Was the nuclear deal with Iran a good idea?
- Should the US reduce economic and military aid to Israel?
- Is Israel right to attack Gaza to stop Hamas rocket attacks?
- What is preventing peace in the Middle East?
- Should the U.S. send ground trrops to fight ISIS?
- 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

- What would be better, a global tax on carbon or a global regime of cap-and-trade?
- Do lower trade barriers harm the environment?
- Should there be a global environmental standard enforced by the WTO?

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", otherwise known as torture, justified?
- 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 itbefore 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. Including proper use of section headings (introduction, background, arguments, conclusion)
2. Quality of introduction?
3. Quality of historical overview?
4. Quality of research beyond the class readings?
5. Quality of conclusion?
6. Coverage of all major sides of the issue in a balanced way?
7. Substantive quality of opposing arguments?
8. Proper use of citations?
9. Grammar
10. Paper rules followed?

****Note: Improper citation indicates plagiarism and can result in a zero grade.**

Academic integrity is not just about avoiding plagiarism. It includes too:

1. **Proper attribution** of work at all levels, with particular emphasis on correct citation of summarized literature and quoted material, as well as accurate and professional use of data. For specifics, see the Writing Center's guide.

2. All material you turn in is to be **original work** that has not been used in other classes, or appropriated from others.

3. The purpose of citing is less about the getting the commas in the right place of the **citation** than it is about proper intellectual attribution of your sources. Importantly, citations allow for the reader to be able to easily find the exact source, sometimes the exact passage, where you found your information; thus, your citations must be complete and systematic. In this course, whenever you use an idea from someone else, you must cite them at that point in your essay, and any group of more than 3 words that are not your own must be in quotes or it will be considered plagiarism. Unless stated otherwise, all assignments must correctly use a standard citation system (such as APA, MLA Chicago, etc.) formatting, correctly identify and use sources and quoted material. Note that citation style guides are available at the library website here: http://guides.ucf.edu/?group_id=1813. And, free software that helps you manage citations for various styles are found here: http://library.ucf.edu/about/departments/scholarly-communication/citation-management-tools/.

The following is an explanation and model for professional APA citation style.

If I write: "Early on, H.S. Gordon established the classic collective action problem for fisheries, and even today we continue to erode the potential rent in almost all fisheries." there should be a citation in the text like below:

"Early on, H.S. Gordon (1954) established the classic collective action problem for fisheries, and even today we continue to erode the potential rent in almost all fisheries."

And, if you are using a quote from the source, you must also pinpoint the page number of the text it is taken from like:

Gordon warned that, "Common-property natural resources are free goods for the individual and scarce goods for society" and they produce no rent (Gordon, 1954, page 135).

If a quote is more than three sentences on your page, it is reported in a block quote without quotation marks, but this is the only exception to using quotation marks when using other people's words—the quotation marks are the crucial mechanism that tells the reader you are using other people's words. Good writers tend to use quotations strategically at important places in their writing for support. The block quote looks like the text below. Note how each assertion is supported with a citation and the different conditions, like the use of "Ibid" and the bracketed word "and" that indicates it is not part of the quote but an addition from us to make it make sense in context, and the ellipses which indicate we have removed part of the text reported.

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Early on, H.S. Gordon (1954) established the classic collective action problem for fisheries, and even today we continue to erode the potential rent in almost all fisheries. Gordon warned that, "Common-property natural resources are free goods for the individual and scarce goods for society" and they produce no rent (Gordon, 1954, page 135).

However, Campling, Havice, and Howard (2012) argue that this traditional approach to fisheries as a common property problem has inappropriately reduced the political economy of the World Ocean to technicalities that obscure these economic relations:

Assessments of the policy and practice of resource access in this volume suggest that, whether conceptualized around capturing 'maximum sustainable yield', ecosystem-based management or using fisheries resources for socio-economic development, management (and related social–property relations) is a political process that is inextricably bound up with processes of capitalist accumulation [and]…that fisheries management (whether coordinated by the state or non-state entities) is inevitably characterized by unintended (and often uneven) consequences and outcomes (p. 192).

Further, they warn that access to fisheries is conditioned by political conflict that, "dictate fisheries use patterns and their socioeconomic and ecological outcomes" (Ibid).

Then, at the end of your document there must be a list of sources cited in the text:

References

Gordon, H. S. (1954). The Economic Theory of a Common-Property Resource: The Fishery. *Journal of Political Economy, 62*(2), 124-142. doi: 10.2307/1825571

Campling, L., Havice, E., & Howard, P. M. (2012). The Political Economy and Ecology of Capture Fisheries: Market Dynamics, Resource Access and Relations of Exploitation and Resistance. *Journal of Agrarian Change, 12*(2), 177–203.

Paper Rules

1. Use the above citation procedures.
2. Your first page should be the title page only and 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"

Word count XXXX [excluding the bibliography]

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 (Links to an external site.Links to an external site.
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.
5. Do not cite Wikipedia. Instead you should use the library's extensive resources. If you are not familiar with using the library, please ask for assistance from the library's personnel, take workshops provided by the library, or visit the library's website (http://library.ucf.edu/). Knowing how to do research is an essential part of a liberal arts degree and being a part of this world.
6. Use 1.15 spacing and 1-inch margins, a standard 12-point font, aligned left. This includes footnotes and the main text.
7. Use 0.3 inch tabs, no space between paragraphs, and do not indent first paragraph after a heading.
8. Do not leave a heading at the bottom of a page, with the text starting the next page. Just don't.

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.