INR 4008: Global Perspectives
The Historical and Contemporary Contexts of Globalization

Department of Political Science

COURSE SYLLABUS

Course is Online Only

Webcourses@UCF is the medium for all aspects of this course.

University Course Catalog Description. The historical and contemporary contexts of globalization.

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 how the world works. 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 perspectives.

Course Prerequisites. ENC 1102 CAH-WRITE, ECO 2013: Principles of Macroeconomics, and INR 2002: International Relations-Theory and Practice.

Credits. 3 hours.

Welcome!

"Good learning is the search for truth; it is about confronting new ideas, exposing dogmas, forcing people to challenge themselves and confront their own biases" - John Stuart Mill in *On Liberty*

This quote summarizes my teaching philosophy perfectly. I embrace challenges and critical thinking, and believe having a perpetually open mind is the hallmark of a good life. It is certainly essential for good learning. Therefore, you must be prepared to have any of your most-cherished worldly assumptions 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 aimed largely 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! However, if you want to learn about the world, and gain knowledge and insight for a lifetime, then you have come to the right place.

I assume everyone has taken: ENC 1102 CAH-WRITE, ECO 2013: Principles of Macroeconomics, and INR 2002: International Relations-Theory and Practice. Send me an email or see me if any issue arises. And have fun! Joy is an essential part of learning.

Books to purchase or rent (no book should cost more than $29, let me know if that is not the case):

Robert B. Marks, *The Origins of the Modern World: A Global and Ecological Narrative from the Fifteenth to the Twenty-first Century* (2006, Rowman & Littlefield).

Pietra Rivoli, *The Travels of A T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade* (2014, Wiley).

Joseph E. Stiglitz, *Making Globalization Work* (2006 by W. W. Norton Company).

William McCants, *The ISIS Apocalypse: The History, Strategy, and Doomsday Vision of the Islamic State* (2015, Macmillan).

Evaluation

- Five Reading Quizzes, 25% (5% each)
- Three Module Exams, 60% (Module 1 24%, Module 2 18%, Module 3 18%)
- Final Paper, 15%

Office Hours: Mondays 12:30-1:00 & 4:00-5:00 & Tuesdays 1:00-2:30, August 22 to December 5. No need to make an appointment if you can attend my office hours.

E-Office Hours: I usually respond within 24 hours

Required Texts:

Robert B. Marks, *The Origins of the Modern World: A Global and Ecological Narrative from the Fifteenth to the Twenty-first Century* (2006, Rowman & Littlefield).

Pietra Rivoli, *The Travels of A T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade* (2014, Wiley).

William McCants, *The ISIS Apocalypse: The History, Strategy, and Doomsday Vision of the Islamic State* (2015, Macmillan).

Joseph E. Stiglitz, *Making Globalization Work* (2006 by W. W. Norton Company).

Course Outline

Module 1: The Historical Context of Globalization

Video Lectures:

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:

Marks, *The Origins of the Modern World*, entire

Watch Human Population Growth Through the Ages

Watch 1000 Years of European Borders Change In 3 Minutes

Week 3 Tuesday: Reading Quiz #1 on Marks *The Origins of the Modern World*.

Week 4 Tuesday: Module 1 Exam, short answer questions.

***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.

Module 2: Contemporary Context on Economy & Environment

Video Lecture:
Instructor's Presentation **(**42 min.) here (in video) and here (in PDF)

Readings:
Rivoli, *The Travels of A T-Shirt in the Global Economy*, entire.
Stiglitz, *Making Globalization Work*, entire.
Hass and Hird, *Controversies in Globalization*, chapter 10.
"Vanishing Biodiversity", Global Issues edition 2013, chapter 16.
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.
Oreskes, "Exxon's Climate Concealment," *New York Times*, October 9, 2015.
Holthaus, "Earth's Most Famous Climate Scientist Issues Bombshell Sea Level Warning," *The Slatest,* July 20, 2015.
Biggers, "Cities and States Lead on Climate Change," *New York Times*, November 30, 2016.

Week 6 Tuesday: Reading Quiz #2 on Rivoli, *The Travels of A T-Shirt in the Global Economy*.

Week 8 Tuesday: Reading Quiz #3 on Stiglitz*, Making Globalization Work*.

Week 9 Tuesday: Module 2 Exam, short answer questions.

***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.

Module 3: Contemporary Context on State & Human Security

Video Lectures:
Instructor's Presentation Part 1 (45 min.) here (in video) and here (in PDF)
Instructor's Presentation Part 2 (22 min.) here (in video) and here (in PDF)
Instructor's Presentation Part 3 (56 min) here (in video) and here (in PDF)

Readings:
McCants, *The ISIS Apocalypse*, entire.
Controversies in Globalization, chapters 5, 7, 8, 9, 13 & 17.
Krieger, Tim, and Daniel Meierrieks. 2015. "The Rise of Market-Capitalism and the Roots of Anti-American Terrorism." *Journal of Peace Research* 52(1): 46-61.
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.
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
What Everyone wants in Syria in One Slide
The Myth of a Sunni-Shia War
A More Complex Map of Sunnis and Shiites

Week 11 Tuesday: Reading Quiz #4 on McCants, *The ISIS Apocalypse*.

Week 13 Tuesday: Reading Quiz #5 on *Controversies in Globalization*, chapters 5, 7, 8, 9, 13 & 17.

Week 14 Tuesday: Module 3 Exam, short answer questions.

Week 15 Tuesday: Paper Due.

Paper: Is the U.S. an Imperial Power?

I believe the most-crucial factual question one must resolve in order to develop an intelligent global perspective is whether or not the U.S. is an imperial power. If the U.S. is

imperial, then we live in world where the U.S. is using its power to exploit other nations. In this case the U.S. is bad, and anti-Americanism may be justified. If one argues this view, they must explain why the U.S. is bad while other nations are not. Alternatively, the U.S. could be imperial and all nations are "bad", not just the U.S. This would be a Realist world. On the other hand, if the U.S. is not imperial, then our understanding of the world is necessarily quite different. In this case, however, one must explain why the U.S. has such a large military presence all over the world, and why it has a history of wars and interventions into smaller nations.

So your task on the term paper is to explore the question: Is the U.S. an Imperial Power? You do not need to share your own conclusion, and there is no right or wrong answer. Rather, what you need to do is present your strongest argument(s) for and against the thesis, and present your own critique(s) of these arguments. My goal is to force everyone to think through what is a very-important issue for anyone wishing to have an intelligent global perspective.

Expected length is 1,250 (minimum) to 2,250 (maximum) words, excluding the bibliography.

Important Points to Consider

1. It is absolutely essential that you stick with **the definition of 'imperialism'.** 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 or people for <u>the purpose of obtaining unfair (unequal) trade privileges, special benefits for its companies, or to take resources</u> (like oil). Note that by this definition territorial conflicts are not necessarily imperial, since they are not always about resources (they can be about identity). Therefore the U.S.-Mexican War is not imperial simply because the U.S. sought territory. However, this war could be imperial if the U.S. was motivated to obtain unfair (unequal) trade privileges, special benefits for its companies, or to take natural resources from the territory it sought. Also, since we are interested in understanding U.S. foreign policy today, it's best to exclude the U.S. conquests of the native Americans, as these cases can provide limited insight for understanding the U.S. foreign policy today. Also, these conquests were clearly not for the purpose of obtaining unfair (unequal) trade privileges special benefits for U.S. companies (there is no case of this happening), though some were about resources (e.g., the taking of the Black Hills).

2. It is an easy matter to argue that the U.S. is imperial because it has a large military presence all over the world and a history of wars and interventions into smaller nations. This thinking is naïve, however, for the reasoning is backwards: the U.S. defeats another nation in war, therefore the U.S. is imperial. This is backwards because it says nothing about U.S. motivation. The U.S. (and others) defeated Germany in the world wars, does this mean the U.S. is imperial and Germany was not? If you think the U.S. was not imperial in these wars, but is still an imperial actor due to its other wars and interventions, then where is the line drawn? A good paper makes these distinctions with sound analytical reasoning. Most importantly, establishing imperialism is like establishing guilt in a criminal act, it is 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?

3. One approach to the paper might be to document a time in history when the U.S. acted in a manner that may be considered imperial. Since evidence for motivation is essential, a good paper seeks to document this evidence and addresses counter-arguments. Perhaps U.S. behavior can be interpreted as imperial but there are other possible motivations? It is ok to conclude that U.S. motivation cannot be firmly concluded from the case. Single cases can be very useful and enlightening and I encourage them. However, if one decides to focus on a single case they should recognize the weakness of any conclusion drawn from it: remember the normal curve?

4. Another approach to the paper might be to document a time in history when the U.S. did *not* act in a manner that may be considered imperial, even as it had an ample opportunity to do so. Remember that non-cases of imperialism are just as informative as cases. Of course remember the weakness of single cases (the normal curve).

5. Another approach is to seek to draw on all the evidence, cases of interventions and cases of non-interventions, and seek to identify common patterns across them. 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?
6. Alternatively, one can document key decisions in USFP history that arguably were, or were not, imperial.

7. Be weary of sources! There are thousands of books and articles that claim the U.S. is imperial. Usually these arguments are naïve: they conclude that the U.S. is

imperial because it used force. This is a very popular view, at home and around the world, in part arguably because it is psychologically rewarding for many. (For some the opposite is true: the U.S. cannot be imperial for psychological reasons rather than factual ones). In this paper we must not fall into what is popular and "feels good": we must carefully examine all claims of U.S. imperial or non-imperial acts. Look at sources and then look up those sources. Often you will end up with no actual documentation. For instance, I once read an article claiming that the U.S. government carried out a military coup in Bolivia in the 1960s, with the facts seemingly well-cited. Then I researched the citations and realized a dead end: the supposed cited fact of U.S. behavior was based on a several authors, each citing the other as the source! So explore your sources with a critical eye: if you catch this put it in the paper! You can get amble credit for it! (As a footnote if it distracts from the text). Proper-source materials are government archives and *mainstream* newspaper reports. For instance, does the Democratic Party run a child pornography ring out of a pizza restaurant in Washington DC? If the *New York Times* and the *Washington Post* are not reporting it, it likely never happened. It is not true because a pseudo-media outlet on the internet says it's true. So when you see a citation for a key claim, follow and keep going until you get to the original source.

8. Use the library! Best sources are academic journals. Books are most reliable in academic presses. For documented facts, newspapers are fine. Book sources, weeklies, and other less-academic sources are less reliable but doable.

9. 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. 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).

Errors to avoid

1. Failing to stick with the class definition of imperialism. Sticking with the definition is essential: without it any use of force can be called imperial, and all powers are therefore imperial. Then, what is the point? Nor does it make sense to question the definition. Just don't.
2. Simply arguing that the U.S. is either good or bad. This is not the issue!

3. Simply arguing that the U.S. is either selfish or altruistic. We can safely assume all nations pursue their self-interests: the U.S. is no different and must be held to the same standards as all other nations. At issue is *how* a nation perceives its interest: imperial or not?
4. Opinion without facts or argument.
5. Unsupported assertions. If you make a factual statement that is crucial and controversial, document your source.
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. Do not reference things that are not universally-known without explaining them.
8. Writing in terms of whether the US "had a right" to do something or "claimed a right" to do something. Whether a nation has a right or claims a right to do something is not relevant for the issue at hand, which is not about right or wrong (ethics) but what is: is the US imperial or not?
9. Giving one's own theory of the world or U.S. foreign policy.
10. Stream of consciousness dribble.

Common Fallacies to Avoid, in the Paper and in Life

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. Maybe he eats them rarely. We cannot know that unless we look at the totality of the evidence: the observation of all (or a representative sample) of Steve's meals, to see if cookies are his normal, or most common meal.

3. The fallacy of ***ad hominem***, attacking the person rather than his or her argument.

4. The **straw man** fallacy: changing 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 paper topic 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. Therefore, the argument goes, U.S. must be imperial or bad. In fact, most of the literature that calls the U.S. "imperial" fails to define what they mean by it; usually they just equate U.S. wars as imperial. Obviously the existence of anti-Americanism does not mean the U.S. is imperial. Masses of people believe in untrue things all the time, just ask your neighborhood Astrologist.

Assessment

1. Structure. Including liberal use of section headings. 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. 15%
2. Quality of introduction. 7.5%
3. Quality of analysis. Balanced?
4. Quality of documentation.
5. Quality of conclusion.
6. Grammar.
7. APA citation style.
8. Rules followed (see below).
9. Paper clean and look good?

****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.

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. 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.).
3. 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.
4. Use 1.15 spacing and 1-inch margins, a standard 12-point font, aligned left. This includes footnotes and the main text.
5. Use 0.3 inch tabs, no space between paragraphs, and do not indent first paragraph after a heading.
6. 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. Some useful links:
    - UCF Writing Center - Sample Argument Outline
    - UCF Writing Center - Student Consultations

Course Policies

Assignments: All quizzes and exams are open 24 hours from 12:01 AM to 11:59 PM on days due.

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

great, free antivirus program. Malwarebytes (Links to an external site.)Links to an external site. 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 (%)

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 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