INR 4008: Global Perspectives
The Historical and Contemporary Contexts of Globalization
Fall 2018

Course is Online Only

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

Course Overview.
Topics include the origins and nature of the modern world, global inequality, conflict in the Middle East, Islamist terrorism, the proliferation of weapons of mass destruction, terrorism and anti-Americanism, global warming, great power relations, and human rights.

Learning Outcomes.
Achieve an accurate and in-depth understanding of the historical and contemporary contexts of globalization. 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.

Credits: 3

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

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

Class Meets: Online course.

Instructor Contact: Michael.Mousseau@UCF.edu / 407-823-5093. I usually respond to emails within 24 hours.

Office & Office Hours: Howard Phillips Hall 302M, Mondays & Wednesdays 1:30 – 3:45 & 4:15 – 5:00. I am also most-reliably in my office on Tuesdays 1:00 – 3:00, but email first to confirm.

Books to Purchase or Rent:

- Robert B. Marks, *The Origins of the Modern World: A Global and Ecological Narrative from the Fifteenth to the Twenty-first Century* (2015, 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, St. Martin's Press).

Evaluation

- Starter Quiz on syllabus content (2%) **Be sure to read 'let me introduce myself' on Webcourses.
- Four Take-home Essay Exams (68% / 17% each).
- Six Reading Quizzes (30% / 5% each).

Course Outline

Module 1: The Rise of Globalization

Presentations

- Part 1 (65 min.) here
- Part 2 (122 min.) here

Readings

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

Watch

- Watch Human Population Growth Through the Ages (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

Assignments

- Reading Quiz on Marks, *The Origins of the Modern World*.
- Module Take-home Exam.

***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.

Module 2: Is Globalization Americanization?

Presentations

- Part 3 (29 min.) here

- Part 4 (76 min.) here
- Part 5 (68 min.) here
- Part 6 (85 min.) here

Readings

- John Lewis Gaddis, *George F. Kennan: An American Life*, chapter 10 'A Very Long Telegram: 1945–1946' pp. 208-222.
- George F. Kennan (X), 'The Sources of Soviet Conduct' (Links to an external site.)Links to an external site., *Foreign Policy*, July 1947.
- Melvyn P. Leffler, 'The Strategic Thinking That Made America Great (Links to an external site.)Links to an external site.', *Foreign Affairs*, August 2018.

Watch

- Watch 1000 Years of European Borders Change In 3 Minutes (Links to an external site.)Links to an external site.

Assignments

- Reading Quiz on readings above.
- Module Take-home Exam.

***If interested in exploring more*:**

- Ed Conway. *The Summit Bretton Woods 1944: J. M. Keynes and the Reshaping of the Global Economy*. Pegasus Books. 2015. 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.

Module 3: Globalization of Economy & Environment

Presentations

- Presentation (42 min.) here

Readings

- Rivoli, *The Travels of A T-Shirt in the Global Economy*, entire.
- Stiglitz, *Making Globalization Work*, entire.
- "Vanishing Biodiversity", Global Issues edition 2013, chapter 16.

- Tavernise, "Tobacco Firms' Tactics Limit Tobacco Firms' Tactics Limit Poorer Nations' Smoking Laws," *New York Times*, December 13, 2013.
- 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.

Assignments

- Reading Quiz on Stiglitz, *Making Globalization Work*.
- Reading Quiz on Rivoli, *The Travels of A T-Shirt in the Global Economy*.
- Module Take-home Exam.

***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 4: Contemporary Context on State & Human Security

Presentations

- Part 1 (45 min.) here
- Part 2 (22 min.) here
- Part 3 (56 min) here

Readings

- McCants, *The ISIS Apocalypse*, entire.
- Controversies in Globalization, chapters 5, 7, & 13.
- 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 (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.

Assignments

- Reading Quiz on McCants, *The ISIS Apocalypse*.
- Reading Quiz on *Controversies in Globalization*, chapters 5, 7, & 13.
- Module Take-home Exam.

Course Calendar

Date	Details
Fri Aug 24, 2018	Starter Quiz due by 11:59pm
Tue Aug 28, 2018	Reading Quiz #1 due by 11:59pm
Tue Sep 4, 2018	Module 1 Exam due by 11:59pm
Tue Sep 18, 2018	Reading Quiz #2 due by 11:59pm
Tue Sep 25, 2018	Module 2 Exam due by 11:59pm
Tue Oct 9, 2018	Reading Quiz #3 due by 11:59pm
Tue Oct 23, 2018	Reading Quiz #4 due by 11:59pm
Tue Oct 30, 2018	Module 3 Exam due by 11:59pm
Tue Nov 13, 2018	Reading Quiz #5 due by 11:59pm
Tue Nov 20, 2018	Reading Quiz #6 due by 11:59pm
Tue Nov 27, 2018	Module 4 Exam due by 11:59pm

How to Conquer the Modules

- **You are expected to devote 9 to 12 hours per week to this course.** A 3-credit course requires 3 hours of course time plus 6 to 9 hours of study time per week. For an on-line course this means you should expect to devote 9 to 12 hours per week to coursework in the Fall and Spring semesters, and 15 to 20 hours per week in the summer semester.

- **Start early and pace yourself**. As you will see from the course schedule and module links, the three modules vary in length and balance of content. In each module that contains video lectures the approximate time length is clearly listed. It is recommended that each student also looks over the reading content, and assesses how much time to schedule daily/weekly.
    - Each individual reads and learns at a different pace, so keep this in mind while planning ahead.
    - Waiting until the last week of the module to attack the material is a recipe for disaster.
- **Prepare for Take-home Essays:** 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? To decide what to include in an outline, follow this rule: what in the material enhances your understanding of the world and might be remembered long after this course is over? When taking the exams, have your outlines and notes easily accessible in front of you.
- **Ask questions** when you have them! I really enjoy answering questions, really! Use discussion, or if it is something not relevant for the whole class just email me.

How to Do Well on the Take-home Exams

1. **When to take.** There are four take home exams during the semester, one for each module. They are open from 00:01 AM to 11:59 PM on the days they are due, always a Tuesday.
2. **Question style**. There is one broad opened-ended thought question for each take-home exam. Example: "Drawing on course video lectures, what are the origins of the modern world?" Minimum 500 words.
3. **Assessment**. There is no single "correct" answer. I read each essay carefully to assess if the student is familiar with the material and understands the important issues related with the question. 7.5% of the grade is for quality of writing.
4. **How to prepare**. Highlight important passages in these 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? To decide what to include in an outline, follow this rule: what in the material enhances your understanding of the world and might be remembered long after this course is over? When taking the exams, have your outlines and notes readily accessible in front of you.
5. **Ask questions**. Use chat or email me directly for any questions you have. Chat is preferred if you have the kind of question that others might have as well.

Six Take-home Exam Rules

1. **Do not discuss with your peers!** Remember this is an exam, so I trust that students will not discuss materials after an exam has been opened (in the 24 hours before they are due). Note that discussion with your peers is a violation of the UCF Golden Rules and can lead

to expulsion from the university. Remember also that with Turnitin such violations are likely to be spotted.

2. **Wherever you refer to a passage in the course materials** you must cite the publication and page number, or if lecture, "Instructor's Presentation, Module X, Part X." No bibliography.
3. **Do not cite materials from outside the course.**
4. **Minimum length**: 1.5 pages, 1.5 spaced Arial 14-point, normal margins. This is about 500 words. Maximum length 750 words.
5. **Do not list.**
6. **Do not enter links.**
7. **Turn your essay in** using turnitin.com on Webcourses.

Eight Take-home Exam Tips

1. **Use your own words.** No credit is given for phrases cut-pasted from the PDF notes. Remember Turnitin will identify phrases that are not your own.
2. **If your answer is not at all from course material, you get a zero.** 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.
3. **Carefully explain your reasoning.**
4. 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. There is no right answer: I am interesting in assessing your awareness and thinking.
5. 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 and therefore not considered a good answer even as it may be verbatim from course 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.
6. To make your answer clear, it is often a good idea to provide examples or apply analogies.
7. A well-written essay is easier to understand than a poor-written one. You might have a small first paragraph summarizing your main points, with subsequent paragraphs explaining them.
8. **Study strategies to avoid:**
    - *Memorizing the material*. You can memorize 3 + 4 = 7, but it is a lot easier to understand the basic rules and logic of addition, then you can add anything. The same goes for global politics: seek to grasp the basic rules and logic of global politics covered in the course. Then you can answer any question on the exams.
    - *Thinking thought questions are opinion questions*. They are not: thought questions require expressions of having thought about, and therefore understanding of, the material. Answers to thought questions are assessed by offered facts and reason, not the ability to express an opinion.

How to Do Well on The Reading Quizzes

Unlike the exams, the quizzes are aimed to prod everyone to keep up with the specific readings identified in the modules. So these are not thought questions but rather a small mix of multiple choice and true-false questions where correct answers should be clear in the readings.

Exams have five questions, 20 points each. But I add 20 points in the end (up to 100). This way you can miss one question and still get the full 100 score.

Once you start a quiz you will have only 10 minutes to answer four multiple choice questions and one true-false one. You will answer one at time and cannot go back to look at a question once you answer it.

Course Policies

Late Paper Policy: 1% drop in grade for every hour late.

Make-up Policy: Make-up exams require medical and funeral documentation.

Letter/Grade Equivalencies

93 -	100	A
90 -	93	A-
87 -	90	B+
83 -	87	B
80 -	83	B-
77 -	80	C+
73 -	77	C
70 -	73	C-
67 -	70	D+
63 -	67	D
60 -	63	D-
-60		F

Curve Policy: No curve.

Method of Grade Reporting: Webcourses@UCF.

Campus Resources: You should be aware that help is available if you are struggling with this course! First see me, your instructor: I want you to understand the material and would be most pleased to help if you are having trouble. Other resources include the Student Academic Resource Center (SARC), for supplemental instruction and academic tutoring, and the University Writing Center.

Final exam date: No final exam.

****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/.

UCF Official Syllabus Addendum

This page contains course policies that are standardized across all UCF courses and are supplemental to all UCF course syllabi.

1. **Academic Integrity.** The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action. http://www.academicintegrity.org/icai/assets/FVProject.pdf (Links to an external site.)Links to an external site.

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources comes from the Council of Writing Program Administrators <http://wpacouncil.org/node/9 (Links to an external site.)Links to an external site.+> and has been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/.

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy. Outside of the note taking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and note taking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility Statement. The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement. Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (You CAN Survive an Active Shooter (Links to an external

site.)Links to an external site.) about how to manage an active shooter situation on campus or elsewhere.

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.