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

- Three Module Exams, 55% (Module 1 23%, Module 2 16%, Module 3 16%)
- Five Reading Quizzes, 30% (6% each)
- Final Paper, 15%

Office Hours: Tuesdays 1:00-3:00 & Thursdays 2:00-4:00, January 8 to May 1. 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

Assignments:
Reading Quiz #1 on Marks *The Origins of the Modern World*.
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.
"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 #2 on Rivoli, *The Travels of A T-Shirt in the Global Economy*.
Reading Quiz #3 on Stiglitz*, Making Globalization Work*.
Module 2 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 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 & 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.

Videos:
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

Assignments
Reading Quiz #4 on McCants, *The ISIS Apocalypse*.
Reading Quiz #5 on *Controversies in Globalization*, chapters 5, 7, & 13.
Module 3 Exam.
Paper

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 2,000 (maximum) words, excluding the bibliography.

Important Points to Consider

1. It is absolutely essential that you stick with **the definition of 'imperialism'.** Everybody knows the US often uses force, overtly and covertly, to impose its will on other nations. There is no point in debating this fact. What is useful to debate is *why* the US acts as it does. If we can figure this out, we understand world politics. So for this assignment 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 the purpose of obtaining unfair (unequal) trade privileges, special benefits for its companies, or to take resources (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, it is best to exclude the U.S. conquests of the native Americans, which are not generalizable to today's US foreign policy. These conquests were also not motivated for the acquisition of unfair (unequal) trade privileges or special benefits for U.S. companies, since no trade privileges or special benefits were ever obtained; though some cases were clearly about resources (e.g., the taking of the Black Hills in violation of prior treaty).

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 logic that differentiates these cases? 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 a 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. 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 US foreign policy 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 conclude that the U.S. is imperial because it used force. But as explained above, force can be used for non-imperial ends too. To understand the world we need to know US *motivation* for using force (to repeat, whether it was for the

purpose of obtaining unequal trade privileges, special benefits for its companies, or to take resources). In addition, there are many books and articles that claim that the US has or does seek unequal trade privileges, special benefits for its companies, or to take resources from other nations. Pay careful attention to these claims: are they supported with citations to respectable sources, or are the claims just made with no support? Remember: just because somebody says something in print (or in Facebook or on the airwaves!) doesn't make it true. Even respectable sources like the top academic presses and journals often unwittingly publish unsupported assertions. So carefully examine all claims of U.S. imperial or non-imperial acts. Look at sources and then look up those sources until you reach a cittation to a primary source (such as a government document or a _news_ report in the mainstream media). 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. I then checked the citations and realized that the claim was merely rumor: the supposed cited fact of U.S. behavior was based on a several authors, each citing the other as the source - none actually citing a primary source! So explore your sources with a critical eye: if you catch this kind of rumor being citing as fact put it in the paper! You can get amble credit for it! (Do this 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 something this big, it likely never happened - especially if it originates with some politically-motivated media show.

8. Use the library! Best sources are academic journals. Books are most reliable in academic presses. For documented facts, government achives and news reports (not opinion) in mainstream newspapers and weeklies are fine. Reliable radio and television sources are the _news divisions_ of the BBC, PBS, NPR, and the mainstream commercial networks. Most anything else is not a reliable source for an important fact.

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 **strawman** 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. Regarding US foreign policy, this sometimes appears with the statement that the U.S. must be imperial or bad because there is deep anti-American sentiment in many countries. Of

course, 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.

7. Fallacy of the **false alternative**: the assertion that something must be true (or false) because something else is false (or true) when both can be true or false at the same time. For the question at hand, this fallacy often comes up with the assertion that the only alternative to the 'US-is-imperial' thesis is that the US intervenes in nations for the promotion of democracy (or human rights). Of course the US can intervene in nations for reasons other than democracy promotion or imperialism (like security).

Assessment (see "Writing Tips" below)

1. Structure. Including liberal use of section headings. 20%
2. Quality of introduction. 10%
3. Quality of analysis. Balanced? 35%
4. Quality of documentation. 10%
5. Quality of conclusion. 10%
6. APA citation style. 5%
7. Rules followed (see below). 5%
8. Paper clean and look good? 5%

Paper Rules

1. 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.
2. No abstract.
3. Abide by citation procedures outlined below.
4. Your paper must have at least two acceptable citations.
5. Only acceptable citations are to university presses for books and academic journals.
    1. 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.
    2. Do not cite internet sources. However, after citing a published source you should put the internet address where that source can be accessed, if possible.

6. All citations must include specific referecnes to the original page number or numbers wherever a fact is asserted as true.
7. I will return papers with 5% penalty for papers that are not 1.15 spaced with 14 size segui font or something similar.
8. Use 1.15 spacing and 1-inch margins, a standard **14-point** font, aligned left. This includes footnotes and the main text.
9. Use 0.3 inch tabs, no space between paragraphs, and do not indent first paragraph after a heading.
10. 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. In assignments you should also write to a general academic audience (that is, with no assumed knowledge of specific course materials).
3. 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.
4. A good paper uses multiple sources.
5. Write in an active prose. For instance, "This paper argues . . ." or "I argue . . " are far better than "In this paper, I will argue. . ."
6. Do not write as if talking to your instructor. For instance, do not write: "In my literature review, I mainly focus . . ."
7. 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.
8. Avoid rhetorical questions unless you answer them.
9. All good papers of more than several pages are divided into appropriate sections clearly marked with headings and, if appropriate, sub-headings.
10. 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.
11. In the conclusion section you should summarize the highlights of your paper.

12. 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.
13. Paragraphs over two-hundred and fifty words (excluding footnotes) are often too long.
14. Make generous use of examples to illustrate your points. Analogies too may be helpful.
15. 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.
16. You may save time and produce a better paper by first outlining it, and then outlining each section. Then, stick to this outline.
17. 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

****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.