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

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, the globalized economy, economic inequality, democracy and failed states, conflict in the Middle East, terrorism and anti-Americanism, and the proliferation of weapons of mass destruction.

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
Prerequisite(s): ENC 1102 or POS 2041 or C.I. Corequisite(s): None. Prerequisite(s) or Corequisite(s): None.

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, Tuesdays 1:00 – 3:00 & Wednesdays 3:00 – 5:00. Or email for an appointment.

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).
- Paul Collier, *Wars, Guns, and Votes: Democracy in Dangerous Places* (2010, HarperCollins).

Course Discussion Page (on line)

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.
- **There is a reading quiz or exam *every Tuesday*** during the semester, starting in week 2. Regarding the exams, the modules vary slightly in length, and in each one the length of the video lectures is noted. The required reading for each quiz largely varies between 90 and 120 pages. Only you know know how efficient you are in reading, note taking, and preparing. You should be prepared every Tuesday!
- **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 Four Essay Exams (54% / 13.5% each) *

1. **When to take.** There are four essay style 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.
2. **Question style**. Most exams will consist of one or two broad opened-ended thought questions. Example: "Drawing on course video lectures, what are the origins of the modern world?" Minimum 500 to maximum 1000 words.
3. **Materials. Exams 1, 2, & 4 are on the lectures only.** Only Exam 3 is on the module readings as well as lectures. Prepare accordingly.
4. **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.
5. **How to prepare**. Take lecture notes by hand (and highlight important passages in the readings for Exam 4). After each lecture or reading 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 content 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.
6. **For help in preparing for the first exam**, a practice question will be available as an assignment (no grade) one week before the exam for Module 1. In the days before the real exam, we can discuss good and bad answers on the practice exam on the course discussion page.
7. **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.

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. **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. **Do not cite materials from outside the course.**
4. **Wherever you refer to a passage in the course materials** you must cite the publication and page number (if using Kindle and no page number, cite the location number), or if lecture, module, part, minute (or page number if you cannot see minute), (e.g): 'Module 2, Video Part 4, minute 12 (or page 43)". No bibliography.
5. **Use 1.5 spaced, Arial 14-point, with normal 1-inch margins** (from edge of the page). This allows me to grade your papers and add comments within Webcourses.
6. **Length**: 500 (minimum) to 1000 (maximum) words. This is about 1.5 to 2.5 pages using the required 1.5 spaced Arial font with normal 1-inch margins.
7. **Do not list.**
8. **Do not enter links.**
9. **Turn your essay in** using turnitin.com on Webcourses.

Exam Tips

1. **Write clearly.** A well-written paragraph is easier to understand than a poor-written one. It is often a good idea to provide examples or apply analogies, or refer to specific events to illustrate your point.
2. **Use your own words.** No credit is given for phrases cut-pasted from the PDF notes. So **do not rely on lecture catch phrases!** 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.
3. **Remember: If your answer is not at all from course material, you get a zero.**
4. **Carefully explain your reasoning.** Otherwise I may not understand your point! To make your answer clear, it is often a good idea to provide examples or apply analogies.
5. **Do not memorize 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 understanding politics: seek to grasp the basic insights and patterns of global politics covered in the course. Then you can answer any question on the exams. Also, I will not ask details that have no larger logic in the course content. I do not care which date the Treaty of Westphalia was signed, but I do care about what may have motivated the participants to sign this treaty. The exam is open-book, so you can always check your notes for details if you want them.
6. If you are not sure of an answer but are aware of the material and have some idea, **feel free to express that you are not sure**, and what you are thinking and why. There is no right answer: I am interesting in assessing your awareness and thinking.

7. **Do not think thought questions are opinion questions**. 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 (45% / 5% each) *

The reading 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. If the class average is below 83, I will curve up to maintain that average. That means you are competing with other students, so if you share your questions you are harming your own grade. Also, note that questions are randomly assigned. This means that a friend in the course will not have the same questions as you. Best to just read and know the material!

Once you start a quiz you will have only 10 minutes to answer the 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.

Starter Quiz (1%)***

***To prepare for this quiz, review all of starred sections above. Due at midnight the first Friday after classes begin.

Course Modules

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.

Assignments

- Reading Quiz on Marks, *The Origins of the Modern World*, Introduction and chapters 1-3.
- Reading Quiz on Marks, *The Origins of the Modern World*, chapters 4-6 and conclusion.
- Essay Exam on the presentations.

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

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', *Foreign Policy*, July 1947.
- Melvyn P. Leffler, 'The Strategic Thinking That Made America Great', *Foreign Affairs*, August 2018.

Assignments

- Reading Quiz on Gaddis, Kennan, and Leffler.
- Essay Exam on the presentations.

***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.

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

Module 3: Globalization and Economy

Presentations

- Presentation (42 min.) here

Readings

- Rivoli, *The Travels of A T-Shirt in the Global Economy*, entire.
- Stiglitz, *Making Globalization Work*, entire.

Assignments

- Reading Quiz on Stiglitz, *Making Globalization Work*, Chapters 1-5.
- Reading Quiz on Stiglitz, *Making Globalization Work*, Chapters 6-10 & Afterword.
- Reading Quiz on Rivoli, *Travels of a T-Shirt*, Prologue & Parts 1 & 2.
- Reading Quiz on Rivoli, *Travels of a T-Shirt*, Parts 2 & 3 & Conclusion.
- Essay Exam on the presentation & the readings.

***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.
- "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.

Module 4: Globalization and Security

Presentations

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

Readings

- Collier, *Wars, Guns, and Votes: Democracy in Dangerous Places*, entire.

Assignments

- Reading Quiz on Collier, *Wars, Guns, and Votes*, Introduction and Part 1
- Reading Quiz on Collier, *Wars, Guns, and Votes*, Parts 1 and 2 and Conclusion.
- Essay Exam on presentations.

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

- 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
- Watch: *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.

Course Summary

Date	Details
Fri Jan 11, 2019	Starter Quiz due by 11:59pm
Tue Jan 15, 2019	Module 1 Quiz A: Marks, Introduction and Chapters 1-3
Tue Jan 22, 2019	Module 1 Quiz B: Marks, Chapters 4-6 and Conclusion

Date	Details
Thu Jan 24, 2019	Essay Practice due by 11:59pm
Tue Jan 29, 2019	Module 1 Essay due by 11:59pm
Tue Feb 5, 2019	Module 2 Quiz A: Gaddis, Kennan, and Leffler due by 11:59pm
Tue Feb 12, 2019	Module 2 Essay
Tue Feb 19, 2019	Module 3 Quiz A: Stiglitz, Chapters 1-5
Tue Feb 26, 2019	Module 3 Quiz B: Stiglitz, Chapters 6-10 & Afterword
Tue Mar 5, 2019	Module 3 Quiz C: Rivoli, Prologue and Parts 1 & 2
Tue Mar 19, 2019	Module 3 Quiz D: Rivoli, Parts 2 & 3 and Conclusion
Tue Mar 26, 2019	Module 3 Essay
Tue Apr 2, 2019	Module 4 Quiz A: Collier, Introduction and Part 1
Tue Apr 9, 2019	Module 4 Quiz B: Collier, Parts 2 & 3
Tue Apr 16, 2019	Module 4 Essay

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.