Summer 2018 Syllabus

Instructor Contact

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Email	**Via Course Mail**

Course Information

Course Name	• **International Political Economy**
Course ID	• **INR4035, Section: W or On-line**
Credit Hours	• **3 (three)**
Semester/Year	• **Summer 2018**
W or On-line	• **No Class Meetings, but you are strongly recommended to watch the lecture videos placed in our Modules**

Course Description & Objectives

The main objective of “inr4035” is to introduce students to the International Political Economy (IPE), a new interdisciplinary field. IPE promotes a better understanding of international economic and political issues, institutions, processes, policies, and systems. People with the knowledge of IPE are in demand by both public and private sectors. One major reason is that it is increasingly harder (if not impossible) to separate national from international businesses and domestic from foreign affairs. International actors, such as the European Union (EU), have as much influence over our ordinary life in the USA, as we (a superpower) have over the life of the rest of the world.

Due to the diverse background of students with respect to their knowledge of international economics, politics, and history and their awareness of how international institutions and processes function, I selected Balaam's ***Introduction to International Political Economy***, which is the most updated, comprehensive, and respected text. I also selected a number of free (of any cost) articles (linked inside each module) for you to encourage discussion of the more controversial contemporary international economic and political issues.

Another purpose of this class is to stimulate critical analyses of events and issues in international affairs. It is not my duty to encourage you to be a **conservative or liberal person**, but I use our readings and my lectures to stimulate your ideas. However, I have no political agenda, especially since I am an independent, who does not even belong to any real political party. More importantly, this course will help students improve their communication skills, gain an ability to translate knowledge from one context to another, and apply theory to practice. This knowledge is important not only for students, but also for government and business employees, and those who realize the impact of global affairs on our life in a glowingly interdependent world.

Format

Our **Web (or on-line**) course consists of only one section, which never meets in a regular classroom. However, you are **STRONGLY encouraged to watch the lecture videos**, during which I gave **hints** about quiz and exam questions. There is no required in-class attendance, but students should **think of our Web session like a Tuesday/Thursday course**, **which has required assignment deadlines on both Tuesdays and Thursdays.** The recorded sessions are available in an on-line digital format on the course website. These recorded lectures make understanding our courses materials much easier: our experience indicates that students who watch the videos do much better in our course than those who do not.

Every week, we start a new Reading Module (or lesson plan) on Tuesdays and we have assignments due on Tuesdays and Thursdays. The required weekly Discussion Postings are always **due on Tuesdays at 11:59pm** sharp. Our three Exam Modules also start on Tuesdays: their Review Sessions are on-line on Tuesdays and the Exams themselves are always on-line on Thursdays. The **three Exam Modules** are modules numbers 4 (First Midterm Exam or Exam 1), 8 (Second Midterm Exam or Exam 2), and 12 (Final Exam). The exams are available for only one day on Thursdays from 6am to 11:59pm. Also, every Thursday (with the exception of National Holidays), we have a quiz which is available only for one day from 6am to 11:59pm.

I prepared **PowerPoint lectures** to make sense of a **great deal of readings** that students must complete in our **text and website articles**. Moreover, we heavily rely on our diverse readings (which provide us with a variety of views) and use them as additional lecture materials. In this course, we cover 12 Modules or lessons (consist of 9 Reading Modules and 3 Exam Modules). Each Reading Module covers at least one text chapter, and at least a few articles from our website.

This short summer term we have only 9 weeks to finish the task of a 16-week term. Thus, we finish 2 modules each week with the exception of week 1 (Module 0 or orientation), week 7 (Module 10), and week 9 (Module 12 about Final Exam and Extra Credit assignment), when we cover only one module.

Each reading module is divided into seven parts:

1. Each reading module begins with **required readings**, all of which MUST be completed before our Tuesday required discussion posting deadline at 11:59pm. Of course, you may begin reading ahead of time, since you have access to our text, free website articles, Class Schedule, and Modules.
2. Students are required to discuss the content of readings in our **on-line required Weekly Discussion** (**due every Tuesday by 11:59pm**), which involves every student replying directly to instructor's reading and analytical questions by using the Reply Button inside Instructor's Posting. This means that students MUST read ALL materials before the discussions begin; and they **MUST clearly refer to** (meaning document or cite) **ALL weekly readings in their posting**. Your arguments in the Postings must be well-documented (**in-text or MLA style**) by using the author and the page numbers of our weekly readings. In the last paragraph of the posting, students should connect our readings to a current event issues reported by the national or international media. For this paragraph, students must conduct an Internet Search of Reliable sources (**not Wikipedia or some unknown personal websites**); and they MUST well-document their argument with their own Internet Sources. Remember that the UCF Canvas System does not accept late postings under any condition. Moreover, we **cannot accept any gradable assignment by e-mail or Course Mail**.
3. Students should first complete **ALL Required Readings** (including website readings, book chapters, outlines, summaries, key concepts, and articles) for each module to better understand the subject before the discussions begin.
4. Moreover, there is an **Optional Question Forum for exchanges among students** who may have additional questions about the reading materials or current events. This optional forum is to facilitate communications among students, so they can exchange ideas and learn from one another. The goal is to **empower students** by providing them the opportunity to act as teachers to help one another. Those students who act as teachers learn the materials better themselves, and those who listen to them tend to identify better with their own peers. This way, most reading questions are answered and vague points are clarified. And, we can make sure that the materials are clear for all students. So this Forum should help students with their preparation for the quizzes and tests. Thus, we use the **Question Forum** for the question/answer period by students, for students, and via students themselves. Serving as a monitor, the instructor interjects in the Question Forum

only when the students' answers to the questions are not correct (or complete) or he may play the role of the devil's advocate for providing students with different perspectives.

5. For each reading module, the next step is a **quiz** that **covers all reading materials** of that particular module in addition to including questions from our course syllabus and class requirements. **There are 9 reading modules, and thus 9 quizzes**. You are required to take at least 5 of these 9 quizzes. However, I suggest that students take all 9 quizzes, so I can drop their lowest 4 quizzes scores. I add up their top 5 quizzes for their final total quiz score.
6. The final step in any module is the Weekly **Optional** (ungraded) **Survey**, which is available if you click on the Module Description Page and then scroll down to Survey Section. These surveys are setup to be fully **anonymous** to provide privacy to students who are too shy to ask a direct question from the instructor (via **Course Mail**) or have a criticism of the course or the instructor during a particular module. **These ungraded Surveys include two parts**: the first covers the material highlights, but you may just say **OK** here, and move to the more important second part, where you **place your criticism or praise**. Since the surveys are fully anonymous, students should feel free to express themselves, make any constructive criticism of the lectures, readings, and/or format. As the instructor will not know the identity of the students in survey, then he may address such criticism in the Question Forum. If you have no criticism, you are **NOT required to use these ungraded Optional Surveys**. Of course, you are also welcome to provide any positive input, if you like any aspect of the class to help us maintain the more effective and useful parts of this course. Your input is certainly appreciated, even though you remain anonymous.

As necessary, we may utilize audiovisual resources to further our understanding of the materials, if **our Course Website** technology allows us. All students MUST fully participate in the required course discussions and the question/answer forums. Our course materials (except for our required text) are available on-line.

PowerPoint Information

Some of this course's content is displayed as PowerPoint files. If you do not have PowerPoint installed on your system, you can download a free PowerPoint Viewer from Microsoft (Links to an external site.)Links to an external site. for your Windows computer. If you have a Mac or Windows computer you can use OpenOffice (Links to an external site.)Links to an external site..

Teaching Philosophy

Education is a tool for improving the quality of life. Education is not an end in itself but a process. My teaching philosophy is to encourage critical thinking, innovative problem-solving, practical application of theory, and tolerance of diverse ideas and cultures from an international perspective. To achieve these goals, I employ an interactive teaching style, which empowers students by encouraging them to contribute to the ongoing discussion of both familiar and unfamiliar topics and materials. My teaching goals are both to share my academic knowledge and experience with my students and to inspire and help them to become life-long learners.

General Politics

In accordance with the university's rules and regulations, the instructor will pursue the following general policies:

1. The **instructor reserves all rights to modify the content** of the syllabus, class schedule, and/or the course, as it becomes necessary.
2. With no exception, **students MUST only use Course Mail**, if they need to contact the instructor and/or the class Teaching Assistant (TA).
3. When sending an email to the instructor from your computer or cell, please make sure to use the email subject heading about your question, and always carbon copy (or "CC") the class TA.
4. Students' emails to instructor(s) about their personal class challenges must **not** be shared with the rest of the class. This is breaking the privacy rule and they could be penalized.
5. If you receive no reply from the instructor (and/or TA) within **48-hours** (during regular business days & hours) after sending your message (when he is **not** on a UCF business trip), it means that he has not received the message. Please re-send the original message.
6. Respecting students' **privacy**, the instructor provides student's record only to the student himself/herself on a one-to-one basis. He will not discuss one student's case in front of others in any **public forum**. Students are also not allowed to discuss their private cases in the public forums of our course. Thus, students must **directly contact the instructor via Course Mail (not in our class public forums)**, if they have questions about their own records, grades, or particular situations.
7. The instructor encourages and **welcomes questions** as well as comments from all students. However, he will not allow any student to intimidate other students or dominate the class discussion. No student is allowed to impose his/her ideas on others or create an unhealthy class environment.
8. You would be considered a "disengaged" student, if you **repeatedly violate Instructor/TA instructions, ignore their comment, or ask questions whose answers are already in the syllabus**, class schedule, course forums, or by emails. Participation scores of disengaged student are penalized.
9. The instructor follows only the UCF academic calendar schedule. With our generous drop policy, there is no need for changes.
10. Since our course materials are on-line, all students MUST check **Course Mail**, class **Web Forums,** and their e-mails at **least twice each day** (once in the morning and once at nights) for new class announcements, news, messages and/or updates by the instructor and/or TA. Those who do not and claim that they did not know about any announcement would be considered "disengaged."
11. **Students whose records indicate "disengagement" are penalized based on the rules.**

12. Without exceptions, ALL written **(gradable) assignments** (postings, quizzes, and exams) **MUST be submitted to our Course Website , based on canvas time clock**. The format requirement is single-spaced format, black color font, New Times Roman font, and 10-point font size. You are responsible for grammar and spell checking your work.

13. In case on an emergency, the Instructor may use students' e-mail addresses from the UCF e-Community. Update your e-mail address at the **Polaris** (UCF Registration) system otherwise you may not receive certain messages.
14. If you have **an official name change** during the term, you must inform the instructor immediately, since UCF does not do that.
15. Students should regularly check our Class Schedule Deadlines and avoid submitting assignments to **our Course Website** at the last minute. The **Website clock** may be different from your own time, and that may lead students to miss a deadline. Late assignments are considered missed. **No gradable assignment, posting, quiz, or exam is accepted by e-mail or Course Mail.** It is your responsibility to submit assignments before the **Website** deadlines, Eastern Standard Time (**EST**).
16. **Any grade (or score) dispute** or participation discrepancy must be resolved within a week from the day (and time) when scores are posted or the discrepancy has occurred. No late (or last minute) appeals will be considered.
17. With the help of Course Development staff and the UCF Technical staff, the instructor will check all students' claims about their difficulty with the website or problems in submitting postings, quizzes, or exams. **The scores of students who make false technical claims will be severely penalized.**

Make-Up Policy

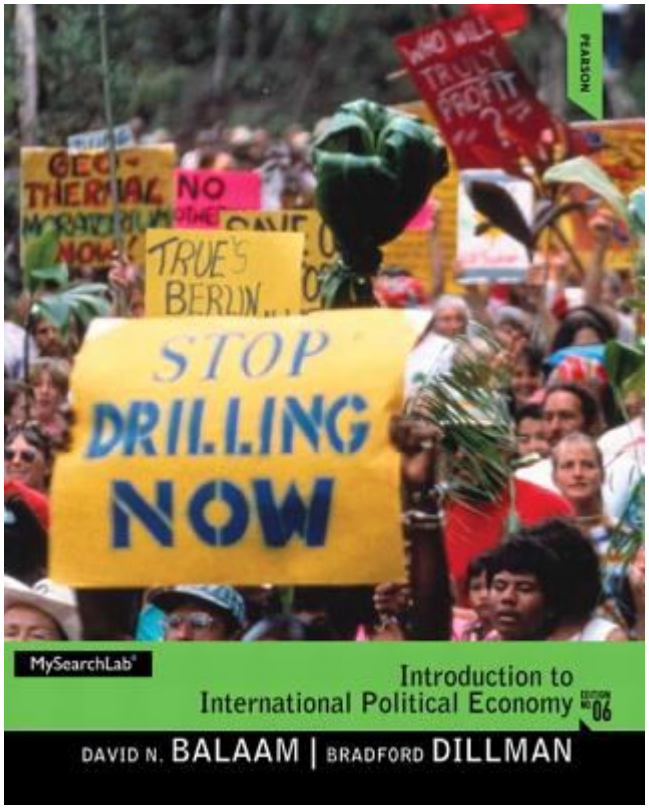
Theoretically, **there are no make-ups for our quizzes, exams, or Weekly Required Discussion Postings**. However, I drop 4 (out of 9) required quizzes, one (out of 2) required midterm exams, and 6 (out of 11) Required Discussion Posting for each student throughout the term. Thus, many students consider my "drop system" as a very generous make-up policy. Plus, we have an optional posting in Module 12.

Remember that the **First Midterm Exam is required for all without an exception**. After taking the First Exam, it can be replaced by the Second Midterm Exam, which has a higher score. However, the First and/or the Second Midterm Exams are *NOT* a replacement for the Final Exam. Also, there is no make-up for the Final Exam or the optional Extra Credit Quiz.

Texts

The following book and materials are **required** for our class:

David Balaam & Bradford Dillman, ***Introduction to International Political Economy***. 6th edition, New York (NY); Pearson, 2014. **ISBN: 978-0-13-340239-1.**



Additional reading materials will be available at our class Website. You may access them via our Class Website linked into each reading module.

Rules of Conduct

One of the University of Central Florida's most enduring academic traditions is its Rules of Conduct code. The instructor will carefully follow the code and expects all students to do the same. As The Golden Rule handbook clearly states, failure to comply with university rules may subject violator(s) to appropriate action by university authorities and/or appropriate civil authorities. Serious violations of university rules will be recorded in the record of the student(s).

UCF Disability Statement

The university if Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center, Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Course Requirements & Grading System (INR4035)

First of all, please do not trust the Canvas Grade-book statistics, which are not the correct representation of your efforts in our class. One major weakness of Canvas is its inability to use our generous drop policy in its statistical calculations. So Canvas can only average your raw scores. This method does not work in our class. Therefore, Canvas statistics tend to underestimate your performance, so ignore them.

Your final grade is on a Point System. On purpose, I do not put letter grades on your assignments, quizzes, or tests to avoid misleading interpretations of your final grade. I also encourage students to avoid letter grade interpretation of their scores for each assignment or test.

Our course is organized to create **equal opportunity** for students with different learning skills, so if students are not doing well with a particular course requirement, they can still earn enough points to get a desirable final grade. Moreover, there is an opportunity to earn up to 5 optional Extra Credit Points for the final grade.

Criteria	Points
5 (out of 9) Required **Quizzes** (on-line), 10 points each	50 points
Participation in Required Weekly **Web Discussions,** **1 posting for each Module Part, each posting is worth 2 points. You could earn up to a maximum of 10 points from 5 postings. There are 11 module discussion postings, so you have many opportunities to earn the 10 points.** (minus Penalty Points)	10 points
First or Second **Midterm Exam** (on-line)	20 points
Final Exam (on-line)	20 points
TOTAL	**100 points**

Extra Credit (on-line)	5 points

Note: Students are expected to participate in our **required on-line discussion** forums. In fact, students **are strongly encouraged to complete the first 5 Weekly Discussions Postings which are significantly easier than the rest.**

Individuals who are active by their early postings, extensive contribution to required Discussion Forums, participating in Optional Forums, and **helping other students** in our Optional (Question and Technical) Forums **are eligible for a higher participation score**. In addition, if their final grade is on the borderline between two grades (e.g., A- & B+), their participation record is the key factor in my decision for a higher grade.

Letter Grade	Points
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
C-	70 – 72
D+	67 – 69
D	63 – 66
D-	60 – 62
F	59 and below

Since the grading is based on a **simple point system**, at any time during the term you should be able to add your earned points together to recognize your projected grade. Please feel free to contact the instructor directly, if you have any questions about your grade.

The instructor will use the plus and minus grading system which allows for a more accurate and fair evaluation of student performance. The range for each grade is indicated in the table.

Quizzes

To learn about our course topic, one must understand diverse political issues at national, regional, & international levels. Based on schedule, students are required to read (free of any cost) **articles** linked inside each Module of our **Webcourses@UCF online course** in association with each text chapter. To confirm that module readings are understood, there are **NINE CLOSED-BOOK** multiple choice on-line quizzes--each related to one reading module. **Closed-Book means** that **you are not supposed to use the reading materials while you take the quiz**. In addition to reading questions, **all quizzes have random questions from the Syllabus Folder.**

There are 9 quizzes: one quiz at the end of each Reading Module. You are required to take at least 5 out of 9 quizzes. Each quiz is worth 10 points (with 10 questions), and it covers **all readings in one module and has questions from syllabus**. You have up to 10-minutes for each quiz. Depending on your Internet Connection to UCF, some students will get cut off at the 10-minute time limit, while others will be in time violation. I strongly suggest that you save and submit your answers before the 10th minute starts. **Time violations are penalized by 1 point for each extra minute.**

Since UCF computer servers some nights go on backup (between 12 midnight to 6am) and some students were cut off in the past, our quizzes cannot be open for more than a day. Each required quiz is only open for one Friday from 6:00am to 11:59pm. Quizzes are designed for 5 minutes, but **you have ONLY up to 10-minutes to complete each**. The exceptions to this rule are the students registered with the **UCF Student Disability Services.** These students have double time for each quiz, based on UCF and the US Federal rules. **However, the Disability Students MUST ask the UCF Disability Services to provide the instructor with documentations of their status in the VERY first week of the term**. These students cannot use the extra time until the instructor receives the formal notification from UCF Disability Services.

The quiz questions are multiple-choice and/or true-false in nature. Since **there is no make-up for the quizzes**, it is strongly **recommended** that students **take all 9 quizzes** and maximize their chance of higher total quiz score and avoid possible computer and network technical problems, which may lead to losing the opportunity to submit their quiz. To calculate students total quiz scores, however, the instructor will **automatically drop their 4 lowest quiz scores** and use only the top 5 out of their 9 quiz scores for each student. Students may earn up to a total of 50 points for their total quiz score.

Note: For some students, quizzes seem more challenging than other assignments. The key issue for success on the quizzes is to **master** the readings. This means that you must fully repeat the readings at least 3 times, which is what I do while preparing for lectures. There is no shame in reading the materials 3 times. For those students, who do not **master** the readings, the 10-minute

time limit will seem short. For those who do not master the readings, it is impossible to cheat on the quizzes, because WebCourses choose 10 random questions (from a large question pool) for each student. **No two quizzes are the same**, because the question pool is very large with at least a couple of hundred questions. Thus, even if a few students take the same quiz together, they will have different sets of quiz questions within their own 10-minute. Moreover, the quizzes may seem to get harder, as the term moves on, so there is no choice, but to **master** (or comprehend, not memorize) the assigned readings.

Exams

There are 3 exams (First and Second Midterm Exams as well as Final Exam) throughout this term. These are all **CLOSED-BOOK** on-line exams. In a **Closed-Book test**, you may mention our text or lecture materials (only from your memory), but you **do NOT directly "quote"** text or lectures **(with page numbers of the readings)**. You also **do NOT document your writing**. Documenting is **citing the authors along with page numbers.** In a closed-book test, quoting and documenting is considered **plagiarism**, which is a punishable act based on UCF rules.

Midterm Exam One (or **Exam 1**) is **REQUIRED** for all students without exception. Those who do not take it risk earning a failing grade in this class. If your Exam One score is 16 or more (or at least a B), then Exam 2 is NOT required for you. Of course, you are more than welcome to take it and increase your midterm score in our class, as I would drop the lowest midterm grade for each student to increase their chance for a higher final grade in our course.

Each exam covers about one-third of the course materials. All students are **required to take the First Midterm Exam without an exception**. Those who do not take First Exam may receive failing grade in the course. However, those who do not do well on the First Midterm Exam (or Exam 1) are then required to take the Second Midterm Exam (or Exam 2). For these two midterm exams, the instructor drops the lowest score for each student, but he firmly suggests that students take both midterm exams to maximize their Midterm score. If you miss the First or Second Midterm Exam, it will automatically drop as your lowest score. However, the First or Second Midterm Exam is **NOT** a replacement for the Final Exam. The Final Exam is **REQUIRED** for all students without an exception. **The Final Exam covers the last third of the term**. There is **NO make-up** for the Final Exam, so students must take it as scheduled.

Regarding format, each exam will provide **equal opportunity** to students with different learning abilities. In this regard, each **exam has 3 parts**: **Objective Questions**, **Short-Answers**, and **Essay Questions**. In the **First Part** of the exam, there will be 7 objective questions (consist of multiple and/or true-false questions), each worth 1 point. There are no choices in this part and all questions must be answered. The **Second Part** of the exam consists of short-answer questions, each of which can be answered briefly in one sentence. In this part, students have options, and are required to **answer only 2** questions, not more and not less. There will be a penalty for answering more or less than 2 questions in this part. Each short-answer question is worth 3 points for a total of 6 points. The **Third Part** of the exam is made of essay questions. Students have options and are required to **answer only one essay** question, which is worth 7 points,

including 2 points for the essay outline. Organize your thoughts and write down an **outline** (similar to my lecture outlines) with at least 5 Roman Numerals (subdivided into at least a couple of points) before starting the essay. For this outline, the **First** and **Last** Roman Numerals refer to the Introduction and Conclusion sections. The **other three** Roman Numerals must relate to the other three mini questions inside your essay question. The **outline is worth only 2 points**, so take it seriously.

The essay must be an extensive answer (**at least 500 words in length**), which will be evaluated based on following **criteria**: **clarity**, **content**, **organization**, **comprehensiveness**, **argument quality**, and **supporting evidence** (facts and examples). Before submitting exam, essay answer must be single-spaced format, New Times Roman font, black color font, and 10-point font size. You are responsible for **grammar and spell checking** your work. There is penalty for violation of these rules. **Hint**: Use at least a separate paragraph for each of your Roman Numerals.

Since UCF servers some nights go on backup (between 12 midnight to 6am) and some students were cut off in the past, our exams cannot be open for more than a day. Each required exam is only open for one Thursday from 6:00am to 11:59pm. Exams are designed for 45 minutes, but **you have ONLY up to 60-minutes to complete each**. The exceptions to this rule are the students registered with the **UCF Student Disability Services.** These students have double time for each exam, based on UCF rules. **However, the Disability Students MUST ask the UCF Disability Services to provide the instructor with documentations of their status in the VERY first week of the term**. These students cannot use the extra time until the instructor receives the formal notification from UCF Disability Services.

UCF Canvas System **does not save your answers**, if you violate the time even by a micro second. Depending on your Internet Connection to UCF, some students will get cut off at the 60-minute time limit, while others will be in time violation. I strongly suggest that you save and submit your answers before the 59th minute starts. **Time violations are penalized by 1 point for each extra minute.**

Extra Credit

There is one **Optional Extra Credit** opportunity worth 5 points throughout the term. This Extra Credit is a Quiz that covers a number of **Optional Reading Assignments** in Module 12 at the end of the term. This quiz has the same format and requirements as a regular quiz, so read the Quiz section. The Extra Credit Quiz is listed in the Module 12 Description Page in addition to our Class Schedule. The difference between the Extra Credit Quiz and other quizzes is that you have only 5 questions and have only 5 minutes for Extra Credit Quiz.

Since UCF servers some nights go on backup (sometimes between 12 midnight to 6am) and some students were cut off in the past, this extra credit quiz cannot be open for more than a day. It is only open for one day from 6:00am to 11:59pm, see the Quiz Schedule Page. Extra Credit Quiz is designed for 2.5 minutes, but **you have ONLY up to 5-minutes to complete it**. The exceptions to this rule are the students registered with the **UCF Student Disability Services.** These students have double time for the Extra Credit Quiz, based on UCF and US Government rules. **However, the Disability Students MUST ask the UCF Disability Services**

to provide the instructor with documentations of their status in the *VERY* first week of the term. These students cannot use the extra time until the instructor receives the formal notification from UCF Disability Services.

Again, the UCF Canvas System may either cut you off or keep you in time violation (depending on your Internet Connection to UCF). I suggest that you save and submit this quiz before the 5th minute. There is penalty point for time violations. One point is subtracted for each extra minute beyond 5 minutes. Disability Students have double time for Extra Credit Quiz, based on UCF rules.

Participation

For the on-line students (in W courses), **Attendance is equal to active Participation**. I look at students' **required online activities, participation record** in our Required Discussions, and Assignments. I also see how often they help their peers in our **three Optional Public Forums** (i.e., Question, Help, From-the-Grapevine) or share useful information with our class. Those who have a strong record will get my help for a higher final grade in our class.

What do I mean by participation? **Participation means students actively contributing to required course discussions, following all my instructions, and helping their peers**. Students may present explanation, opinion, or relevant comments about an issue, based on my instructions in each Web Discussion Forum. However, simply **asking questions or bombarding the instructor/TA with emails (**whose answers are already in the syllabus**) is not considered participation**.

In fact, student who ask questions whose answers are already in the syllabus will be considered **disengaged** (in the class), and their participation score **will be affected, based on the rules**. Students, who want participation score, should gain recognition from the instructor by actively contributing to the required discussions **(on time and before the weekly deadlines).** In this course, we have one **REQUIRED** discussion forums: Discussion Posting. There are also Optional Forums like, Questions, Help, and "From the Grapevine." **Students who want recognition for their activities should help their peers in these Optional Forums.**

I expect ALL my students **(without an exception)** to participate on time in our **Required Weekly Discussion Forum:** Discussion Posting, which are linked inside each Module Description Page.

Are there any weekly participation grades? You will **receive weekly scores** or grades for your required weekly Discussion Postings (available in the course Grade Book). Your weekly posting are evaluated on **pass/fail basis**. If you are not sure about the acceptability of your work, then please make your postings by Sunday night. On Monday mornings, the instructor (and/or Teaching Assistant or TA) will send messages to students whose works are unacceptable (failed). Such students will have time before deadlines to revise their postings and make them acceptable. **If you make your posting after Sunday night, there is no time for instructor's (or TA's) comments, so you take a chance**. Thus, you may not earn discussion posting points, even after

you put a good deal of time and efforts into it. If you post by Sunday and receive no comments, it means your work is acceptable.

How do you calculate your participation (based on discussion posting) score? It is easy to calculate your participation/discussion score. For each acceptable Required Weekly Discussion Posting, give yourself "2" points (as show in Grade book), if you made an On-Time Posting that followed ALL instructions (see the **Discussion Posting Guidelines** section). You may earn up to 10 points for your 5 Discussion Postings (one for each module). We have 11 required weekly Discussions Posting opportunities. There are 2 points for each Discussion Postings for a maximum of 10 points total.

From the Total Participation/Discussion Score earned by the Required Postings, **I subtract Penalty Points for**:

1) Inactivity in the course;

2) failures to follow class rules (listed in our Website and my e-mails); and

3) disengagement in our course.

There is also an **Optional Discussion Posting** based on the Extra Credit Readings in Module 12 at the end of the term. Those, who missed 1 week of Required Posting, are strongly encouraged to use this opportunity to neutralize one missed weekly posting.

To encourage good academic behavior, individuals who are active by their early postings, extensive contributions to required Discussion Forums, **helping other students** in our **Question & Help Forums**, and participating in Optional Forums are eligible for my assistance to their final grade, when their total scores fall on the borderline between two grades (such as A- & B+). Their active participation record will be the key factor influencing my decision for a higher grade.

PLEASE Note: The **instructor may subtract points from** the final participation score of those **students who repeatedly violate syllabus rules** throughout the term. Such violations include: inactivity, not using Course Mail, asking questions whose answers are already in the syllabus, and repeating errors for which they had already received comments and suggestions in their assignments and exams.

Other Assignments

If the students take a laid back attitude towards the readings or the class discussion, the instructor may assign additional oral and/or written assignments in form of reports or research projects to stimulate participation.

Make-Up Policy

Theoretically, **there are no make-ups for our quizzes, exams, or Weekly Required Discussion Postings**. However, I drop **four (out of 9)** required quizzes, **one (out of 2)** required midterm exams, **six (out of 11)** Weekly Required Discussion Posting for each student throughout the term. Thus, **many students consider my "drop system" as a generous make-up policy.**

Remember that the **First Exam is required for all students, without an exception**. Those, who earn 15 (or less out of 20 points) on Exam 1, are required to take Second Midterm Exam, which can be a replacement only for Exam 1. However, the First and/or the Second Midterm Exams are NOT a replacement for the Final Exam. Also, there is no make-up for the Final Exam or the optional Extra Credit Quiz.

Technical Challenges

Unless there is a well-documented UCF computer, server, or network crash at one of the UCF locations, the responsibility of the technical problem is with the students themselves.

It is partially **due to Tech Problems** that we have such a **generous drop policy** in our course to minimize the impact Tech Problems. **To avoid Tech Problems**, I encourage the students to use UCF computers and Internet Network located at any of 10 different area campuses located in Central Florida region, if they can. This is especially **important for Exams and Quizzes**, **which are open only for one day** (Thursdays 6:00am till 11:59pm). You have a full week for each set of weekly required postings, so if you cannot connect to our Website one day, you can try it later.

In fact, one reason that our quizzes and exam are **available only from 6am till 11:59pm** is that many of the UCF computers, servers, and network go to a backup (or repair) process between 12 (midnight) and 6am. Thus, I decreased the chance of my students being cut off from the UCF during an exam or a quiz. Moreover, there is statistically less chance of computer crashes on Fridays, so all our Exam and Quizzes are available ONLY on Fridays.

Since different students use different equipment, software, and networks, it is the students' responsibility to make sure that their system is compatible with UCF and Canvas server to avoid Technical Problems. For this information, please check the **Technical Support** button on the first menu of our Course Website, especially please do the "**Browser Check**."

Based on our recent experience, here are some useful suggestions:

1. **If you can**, use UCF computers and network, instead of less secure home (or office) service.

2. **If you have the option**, use wired instead of wireless services that tend to cut off occasionally.

3. **Use Mozilla Firefox or Internet Explorer** (version 7 or older) that has less number of crashes with UCF network.

4. **Avoid internet pick time** to take your quizzes and exams.

5. Temporarily, **suspend your computer Fire Walls**, when you connect with UCF to take a test.

6. **Do NOT give to other students your PID & NID** numbers or username & passwords.

7. **If you can**, use UCF labs, to have an authorized witness, if a local crash occurs.

8. If you use your peer's computer to take our quizzes (or exams), then you must login to **MyUCF** or **WebCourses**, after your peer **computer has been off (for at least 3 minutes). Violators may experience Tech Problem, and their scores automatically go to ZERO.**

9. If you have any Technical Problem, please contact UCF Online Support about tech issues.

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 online courses at UCF.
- **Knights Online**: Resources specific for online students including **Webcourses@UCF** tutorials. **courses@UCF** tutorials.

Summer D 2018

Class Schedule & Assignments

Date	Topic	Reading & Assignments
Monday 5/14	UCF Semester Begins	
Tues 5/15	**Module 0: Course Orientation**	**Read:** • Instructor's Welcome & Orientation Postings (**See Module Zero or M0 Video lectures Parts 1&2**) • Syllabus, Class Schedule, & All Instructor's Postings on All Forum in Discussion Section • **NOTE:** Reading class rules is important, since all quizzes cover them. Your violation of class rules leads to participation penalty points for the lack of FULL engagement in our class. **Assignments:** • **See Module Zero or M0 Video lectures Parts 1&2** • Background Video Lecture on IOs.

		• Confirm your access to course by replying to instructor's **"I am" Message** in the Last Forum under Discussion Button • Complete the **Student Background Survey** **NOTE:** You must **always** use our Course Mail for e-mailing our class Teaching Assistant (TA) & Dr. Sadri.
Thurs 5/17	**Module 0: Course Orientation**	**Assignments:** • On-line Video Lecture on the **IPE (See Module Zero or M0 Video lectures Parts 1&2).** • **Module 0** assignments are due today by 23:59. **New Students' Assignments:** • Confirm your access to course by replying to instructor's **"I am" Message** in the Last Forum under Discussion Button • Complete the **Student Background Survey** **NOTE:** You must **always** use our Course Mail for e-mailing Dr. Sadri.
Thurs 5/17		Late Registration: Drop Period ends today.
Fri 5/18		Late Registration: Add Period ends today.
Tues 5/22	**Module 1**: **Introduction & Mercantilism**	**Read:** • **Complete ALL required readings based on the list in this module's description** **Assignments:** • Finish **ALL** readings before postings' deadlines • Due Date for Your Discussion Postings
Tues 5/22	**Module 2**: **Liberalism**	**Read:** • **Complete ALL required readings based on the list in this module's description** **Assignments:** • Finish **ALL** readings before postings' deadlines • Due Date for Your Discussion Postings
Thurs 5/24	**Module 1**: **Introduction & Mercantilism**	**Assignments:**

		• **Quiz 1:** available **only** today 6:00-23:59 (covers all Module 1 Readings & Syllabus Folder) • Take the **Pre-Test**, which is open only today (till 23:59). • **Optional Weekly Survey** open till Sunday 23:59
Thurs 5/24	**Module 2**: **Liberalism**	**Assignments:** • **Quiz 2:** available **only** today 6:00-23:59 (covers all Module 2 Readings & Syllabus Folder) • If you have not, take the **Pre-Test,** which is open only today (till 23:59). • **Optional Weekly Survey** open till Sunday 23:59
Tues 5/29	**Module 3: Structuralism** **Module 4: First Midterm Exam**	**Read:** • **Complete ALL required readings based on the list in this module's description** **Assignments:** • Finish **ALL** readings before postings' deadlines • Due Date for Your Discussion Postings **On-Line Review Session Assignments:** • Review all your required readings & notes • email any questions you may have about the readings and exam to Dr. Sadri & TA at the same time. • Read questions by your peers on the **Question Forum**, and try to answer them. They may do the same for you. Those who help other will be helped when their grades fall on borderline. • Instructor available during On-Line Office Hours via Course Email
Thurs 5/31	**Module 3: Structuralism** **Module 4: First Midterm Exam Day**	**Assignments:** • **Quiz 3:** available **only** today 6:00-23:59 (covers all Module 3 Readings & Syllabus Folder) • **Optional Weekly Survey** open till Sunday 23:59 **Assignments:** **First Midterm Exam Day** from 6:00 to 23:59 (covers Modules 1, 2, & 3)
Tues 6/5	**Module 5: Alternative IPE Perspectives**	**Read:** • **Complete ALL required readings based on the list in this**

		module's description **Assignments:** • Finish **ALL** readings before postings' deadlines • Due Date for Your Discussion Postings
Tues 6/5	**Module 6: Trade & Development**	**Read:** • **Complete ALL required readings based on the list in this module's description** • **Website**: Scanned Chapter 6 (of 3rd edition) **Assignments:** • Finish **ALL** readings before postings' deadlines • Due Date for Your Discussion Postings
Thurs 6/7	**Module 5: Alternative IPE Perspectives**	**Assignments:** • **Quiz 4:** available **only** today 6:00-23:59 (covers all Module 5 Readings & Syllabus Folder) • **Optional Weekly Survey** open till Sunday 23:59
Thurs 6/7	**Module 6: Trade & Development**	**Assignments:** • **Quiz 5:** available **only** today 6:00-23:59 (covers all Module 6 Readings & Syllabus Folder) • **Optional Weekly Survey** open till Sunday 23:59
Tues 6/12	**Module 7: Technology & MNCs** **Module 8: Second Midterm Exam**	**Read:** • **Complete ALL required readings based on the list in this module's description** **Assignments:** • Finish **ALL** readings before postings' deadlines • Due Date for Your Discussion Postings **On-Line Review Session Assignments:**

		• Review all your required readings & notes • Email any questions you may have about the readings and exam **to Dr. Sadri and your TA at the same time** • Read questions by your peers on the **Question Forum**, and try to answer them. They may do the same for you. Those who help other will be helped when their grades fall on borderline. • Instructor available during On-Line Office Hours via Course Email
Thurs 6/14	**Module 7: Technology & MNCs** **Module 8: Second Midterm Exam Day**	**Assignments:** • **Quiz 6:** available **only** today 6:00-23:59 (covers all Module 7 Readings & Syllabus Folder) • **Optional Weekly Survey** open till Sunday 23:59 • **Second Midterm Exam Day** from 6:00 to 23:59 (covers Modules 6, & 7)
Tues 6/19	**Module 9: State-Market Tensions in the North** **Part 1: The EU** **Part 2: Japan**	**Read (for Part 1):** • **Complete ALL required readings based on the list in this module's description** **Assignments:** • Finish **ALL** readings before postings' deadlines • Due Date for Your Discussion Postings **Read (for Part 2):** • **Complete ALL required readings based on the list in this module's description** **Assignments:** • Finish **ALL** readings before postings' deadlines • Due Date for Your Discussion Postings
Wed 6/20		**UCF Course Withdrawal Deadline**
Thurs 6/21	**Module 9: State-Market Tensions in the**	**Assignments:** • **Quiz 7:** available **only** today 6:00-23:59 (covers Modules 9-1 & 9- Readings & Syllabus Folder)

	North **Part 1: The EU** **Part 2: Japan**	• **Optional Weekly Survey** open till Sunday 23:59
Tues 6/26	**Module 10: State-Market Tensions in the South** **Part 1: Transitional States** **Part 2: The Middle East**	**Read (for Part 1):** • **Complete ALL required readings based on the list in this module's description** **Assignments:** • Finish **ALL** readings before postings' deadlines • Due Date for Your Discussion Postings **Read (for Part 2):** • **Complete ALL required readings based on the list in this module's description** **Assignments:** • Finish **ALL** readings before postings' deadlines • Due Date for Your Discussion Postings
Thurs 6/28	**Module 10: State-Market Tensions in the South** **Part 1: Transitional States** **Part 2: The Middle East**	**Assignments:** • **Quiz 8:** available **only** today 6:00am-23:59 (covers all Modules 10 1 & 10-2 Readings & Syllabus Folder) • **Optional Weekly Survey** open till Sunday 23:59
Tues 7/3	**Module 11: Environment & the Future of IPE**	**Read:** • **Complete ALL required readings based on the list in this module's description** **Assignments:**

		• Finish **ALL** readings before postings' deadlines • Due Date for Your Discussion Postings
Thurs 7/5	**Module 11: Environment & the Future of IPE**	**Assignments:** • **Quiz 9:** available **only** today 6:00-23:59 (covers Module 11 Readings & Syllabus Folder) • **Optional Weekly Survey** open till Sunday 23:59
Thurs 7/10	**Module 12:** **Optional Extra Credit Assignments**	**Optional Extra Credit Assignments:** **Optional Read:** • **Complete ALL required readings based on the list in this module's description** **Optional Assignments:** • Finish **ALL** readings before postings' deadlines • Due Date for Your **Optional Discussion Postings** • **Extra Credit Quiz:** available **only** today 6:00am-23:59(covers Extra Credit Readings) **On-Line Review Session Assignments:** • Review all your required readings & notes • Email any questions you may have about the readings and exam to Dr. Sadri and your TA at the same time. • Read questions by your peers on the **Question Forum**, and try to answer them. They may do the same for you. Those who help other will be helped when their grades fall on borderline. • Instructor available during On-Line Office Hours via Course Email
Thurs 7/12	**Module 12: Final Exam Day**	**Assignments:** • **Final Exam ONLY today** from 6:00 to 23:59 (covers Modules 9, 10, & 11) • **Take the Post-Test today: It closes by 23:59.**