INR 4008 DW60: Global Perspectives
The Historical and Contemporary Contexts of Globalization
Department of Political Science
COURSE SYLLABUS
Summer 2018

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

Learning Outcomes. Achieve an accurate and in-depth understanding of the historical and contemporary contexts of globalization. By the end of this course students will be able to think logically and knowledgeably regarding global social and economic processes and research and write on global perspectives.

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

Credits. 3 hours.

Instructor Contact:. Michael.Mousseau@UCF.edu / 407-823-2608.

Graduate Teaching Assistant Contact. DBanini@Knights.UCF.edu

Office Hours: Email for an appointment.

E-Office Hours: I usually respond to emails within 24 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 take-home exams 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. 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, St. Martin's Press).

Evaluation

- Academic Activity 2%
- Three Take-home Exams 54% (18% each)
- Five Reading Quizzes 30% (6% each)
- Thought Paper Draft I 9%
- Thought Paper Draft II 5%

Course Calendar: Everything always due on Fridays at 11:59 pm.

18-May	Quiz (Marks)
25-May	Take-home Essay
1-Jun	Thought Paper Draft I
8-Jun	Quiz (Rivoli)
15-Jun	Quiz (Stiglitz)
20-Jun	*Withdrawal deadline*
22-Jun	Take-home Essay
29-Jun	Quiz (CQ)
6-Jul	Quiz (McCants) & Thought Paper Draft II
13-Jul	Take-home Essay

Course Outline

Module 1: The Historical Context of Globalization

Video Lectures:
Instructor's Presentation Part 1 (65 min.) here
Instructor's Presentation Part 2 (122 min.) here
Instructor's Presentation Part 3 (29 min.) here
Instructor's Presentation Part 4 (76 min.) here
Instructor's Presentation Part 5 (68 min.) here
Instructor's Presentation Part 6 (85 min.) here

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 Take-home Exam.
Thought Paper

***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.

Colin D. Moore. *American Imperialism and the State, 1893–1921*. Cambridge University Press, 2017.

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

Dean Acheson, *Present at the Creation: My Years in the State Department*(W.W. Norton & Co. 1987 [1969]). Memoir covers in detail the goals and perspectives of key US foreign policy decisions made at the start of the Cold War.

Module 2: Contemporary Context on Economy & Environment

Video Lecture:
Instructor's Presentation **(**42 min.) here

Readings:
Rivoli, *The Travels of a T-Shirt in the Global Economy*, entire.
Stiglitz, *Making Globalization Work*, entire.
"Vanishing Biodiversity", Global Issues edition 2013, chapter 16.
Tavernise, "Tobacco Firms' Tactics Limit Tobacco Firms' Tactics Limit Poorer Nations' Smoking Laws ," *New York Times*, December 13, 2013.
Carrington, "Fossil Fuels Subsidised by $10m a Minute, says IMF,"*The Guardian*, May 18, 2015.
Union of Concerned Scientists, "The Climate Deception Dossiers", July 14, 2015.
Oreskes, "Exxon's Climate Concealment," *New York Times*, October 9, 2015.
Holthaus, "Earth's Most Famous Climate Scientist Issues Bombshell Sea Level Warning," *The Slatest,* July 20, 2015.
Biggers, "Cities and States Lead on Climate Change," *New York Times*, November 30, 2016.

Assignments:
Reading Quiz #2 on Rivoli, *The Travels of A T-Shirt in the Global Economy.*
Reading Quiz #3 on Stiglitz*, Making Globalization Work*.
Module 2 Take-home Exam.

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

Daniel Yergin, *The Quest: Energy, Security, and the Remaking of the Modern World* (Penguin Press, 2011). This bestselling book by Pulitzer- prize-winning author Daniel Yergin describes the development of the current energy system and the prospects for the future.

Module 3: Contemporary Context on State & Human Security

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

Readings:
McCants, *The ISIS Apocalypse*, entire.
Controversies in Globalization, chapters 5, 7 & 13
Orton, "How Saddam Hussein Gave Us ISIS," *New York Times*, December 23, 2015.
Fisher, "How the Iranian-Saudi Proxy Struggle Tore Apart the Middle East," *New York Times*, November 19, 2016.
Kristof, "The Terrorists the Saudis Cultivate in Peaceful Countries," *New York Times*, July 2, 2016.
Zarif, "Let Us Rid the World of Wahhabism," *New York Times*, Sept. 13, 2016.

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 Take-home Exam.

How To Conquer the Modules

- **Start early and pace yourself:** As you will see from the course schedule and module links, the three modules vary in length and balance of content. In each module that contains video lectures the approximate time length is clearly listed. It is recommended that each student also looks over the reading content, and assesses how much time to schedule daily/weekly.
    - 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.
    - Each individual reads and learns at a different pace, so keep this in mind while planning ahead.
    - Waiting until the last week of the module to attack the material is a recipe for disaster.
- **Prepare for Take-home Essays:** Highlight important passages in the readings and take lecture notes by hand. After each reading or lecture section, stop and summarize what has been covered and think about it. What does it mean towards understanding the world? What are the implications for other readings and lectures in this course? To decide what to include in an outline, follow this rule: what in the material enhances your understanding of the world and might be remembered long after this course is over? When taking the exams, have your outlines and notes easily accessible in front of you.
- **Ask questions** when needed, in chat or directly to me. 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.

How to Do Well on the Reading Quizzes

There is one quiz for each of the following books, each worth 6% of your grade:

1. 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).
2. 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).
3. Joseph E. Stiglitz, *Making Globalization Work* (2006 by W. W. Norton Company).
4. William McCants, *The ISIS Apocalypse: The History, Strategy, and Doomsday Vision of the Islamic State* (2015, Macmillan).
5. Peter M. Haas and John A. Hird, *Controversies in Globalization: Contending Approaches to International Relations* (2013, CQ Press), three selected chapters.

***NOTE:

1. Each quiz is on the designated reading only (quiz #1 on reading #1, and so on).
2. Once you start a quiz you will have only 10 minutes to answer four multiple choice questions and one true-false one. You will answer one at time and cannot go back to look at a question once you answer it.
3. Unlike the papers in this class, questions on these quizzes are aimed simply 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.

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

How to Do Well on the Take-home Exams

1. **How to prepare**. Highlight important passages in the readings and take lecture notes by hand. After each reading or lecture section, stop and summarize what has been covered and think about it. What does it mean towards understanding the world? What are the implications for other readings and lectures in this course? To decide what to include in an outline, follow this rule: what in the material enhances your understanding of the world and might be remembered long after this course is over? When taking the exams, have your outlines and notes easily accessible in front of you.
2. **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.
3. **When to take.** There are three take home exams during the semester, one for each module. Each exam is open for 24 hours before the essay is due, always a Friday at 11:59 PM.
4. **Question style**. There is one broad opened-ended thought question for each take-home exam. Example: "Drawing on course video lectures, what are the origins of the modern world?"
5. **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.

Six Take-home Exam Rules

1. **Do not discuss with your peers!** Remember this is an exam, so I trust that students will not discuss materials after an exam has been opened (in the 24 hours before essays are due). Note that discussion with your peers is a violation of the UCF Golden Rules and can lead to expulsion from the university. Remember also that with Turnitin such violations are likely to be spotted.
2. **Wherever you refer to a passage in the course materials** you must cite the publication and page number, or if lecture "Instructor's Presentation, Module X, Part X."
3. **Maximum length**: 1.5 pages, 1.5 spaced Arial 14-point, normal margins. This is about 500 words. There is no minimum length.
4. **Do not list.**
5. **Do not enter links.**
6. **Turn your essay in** using turnitin.com on Webcourses.

Take-home Exam Tips

1. **Use your own words.** No credit is given for phrases cut-pasted from the PDF notes. Remember Turnitin will identify phrases that are not your own.
2. **If your answer is not at all from course material, you get a zero.** I deeply discount content that is not informed from the course material. I call it my 'kindergarten' rule: if the answer could have been written without any knowledge of course material, the student gets a zero. So be sure to indicate awareness of the material.
3. **Carefully explain your reasoning.**
4. If you are not sure of an answer but are aware of the material and have some idea, feel free to express that you are not sure, and what you are thinking and why. There is no right answer: I am interesting in assessing your awareness and thinking.
5. As a rule, any answer that is not universally understandable is not an adequate answer. For instance, 'Why do trees have leaves'? The answer 'for photosynthesis' is not a universally understandable explanation and therefore not considered a good answer even as it may be verbatim from course material. The answer 'the leaves convert sunlight into carbon dioxide that trees need to grow' is a universally understandable explanation, so it indicates you understand the material.
6. To make your answer clear, it is often a good idea to provide examples or apply analogies.
7. A well-written essay is easier to understand than a poor-written one. You might have a small first paragraph summarizing your main points, with subsequent paragraphs explaining them.
8. **Study strategies to avoid:**
   - *Memorizing the material*. You can memorize 3 + 4 = 7, but it is a lot easier to understand the basic rules and logic of addition, then you can add anything. The same goes for global politics: seek to grasp the basic rules and logic of global politics covered in the course. Then you can answer any question on the exams.
   - *Thinking thought questions are opinion questions*. They are not: thought questions require expressions of having thought about, and therefore understanding, 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 Thought Paper

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.

The Task

Identify one possible case of U.S. imperialism found in the literature. You should have the following three headings between the introduction and conclusion:

1. Historical Background / Use your best judgment to provide the historical context needed for the events in the next section.
2. The Alleged Act of U.S. imperialism / Focus on one act; you must have at least one citation alleging U.S. "imperialism" defined in any way or undefined by the author (that is, for the cited claim of the alleged act, you are *not* constrained to the project definition below).
3. Verdict: Is the U.S. Imperial? / In this section you should:
    a. Apply the project definition (below): is the alleged act imperial according to the project definition?
    b. If the answer to (a) is yes, list all referenced sources for the alleged imperial acts in the text (these do not count as cited sources). Assess the quality of these source materials. "Good" references are those that cite government archives, memoirs, and news reports of actual events from mainstream outlets. For instance, an author might claim that the U.S. companies have privileged access to Iraqi oil. Is there a memoir of an Iraqi official saying this, or is it just some dude saying it on the internet without evidence?
    c. Whether the answer to (a) is yes or no, consider the possibility of other (non-imperial) explanations for how the U.S. acted. For instance, the U.S. could have covertly-attacked Iran in 1953 for oil (as many allege), but the U.S. might have been motivated not for imperial but security reasons.
    d. Conclude this section with one of the following:
        1. Seems to be a case of U.S. imperialism (in the class definition).
        2. Not clear (explain why).
        3. Seems to be the U.S. was motivated by something other than imperialism (explain why this might be), or the alleged acts may not have happened (why not? Poor sources?).

<u>Your paper will be submitted in two drafts</u>. After your first submission we will provide feedback on how the paper can be improved, with extensive mark-ups. Your task on the second draft is complete all recommended tasks in the mark-ups. If you complete all of these, your second

draft grade will be 100. Any first draft that does not abide by all ten paper rules (below) will be returned, unmarked.

Ten Paper Rules: Papers violating any of these rules will be returned to be re-done with a discount in the grade.

1. It is absolutely essential that you stick with **the definition of 'imperialism'.** Everybody knows the U.S. 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 U.S. 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). (Do not draw on the 'four forms of imperialism' discussed in lecture).

   Note that in this definition what matters is intent. 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, because it ignores intent: it reasons imperial intent from acts of war, when acts of war are not always imperial (e.g., few would argue that the U.S. had imperial intent in its war against Germany in WWII). So 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?
   - 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.
   - Since we are interested in understanding U.S. foreign policy, it is best to exclude the U.S. conquests of the native Americans, including Hawaii, which are not generalizable to today's U.S. foreign policy. These conquests or acquisitions were also not motivated for the attainment 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).
2. **Use the headings** as identified above (Introduction / Historical Background / The Alleged Act of U.S. imperialism / Verdict: Is the U.S. Imperial? / Conclusion).
3. **Expected length** is 4 to 8 pages 1.5 spaced Arial 14-point, normal margins. This is roughly 1,250 (minimum) to 2,500 (maximum) words, excluding the bibliography and cover page (no abstract please).

4. You must have at least **two acceptable citations**. Only acceptable citations are to university presses for books and academic journals in English language and the located US, Canada, Great Britain, Norway, or Sweden.
    - **All citations must be hyper-linked** so I can access the material in its original page numbers. For citations unavailable on the web, you must submit a scanned copy with your submission.
    - No citations to dictionaries, encyclopedias, or textbooks.
    - You can cite course lectures, but these will not count towards the minimum citation requirement. You can cite as "Instructor's Presentation, Module X, Part X."
    - You can cite readings assigned in the course, but these will not count towards the minimum citation requirement. If you cite a course reading you are required to give the page number, unless you are clearly referring to the overall message of the reading, rather than a specific fact asserted or point made in it.
    - 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 essential to being a player in this world.
    - 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.
5. I will charge a **5% penalty** for papers that are that are not **1.5 spaced Arial 14-point** (or something similar).
6. Abide by **APA citation procedures**, noted below.
7. No abstract.
8. Use 0.3 inch tabs, no space between paragraphs, and do not indent the first paragraph after a heading.
9. Do not leave a heading at the bottom of a page, with the text starting the next page. It is ugly.
10. Turn your paper in using turnitin.com at Canvas.

Assessment

1. Introduction (summarize your conclusion and outline the organization of the paper). 5%
2. Historical Background (quality of documentation, choice of coverage). 25%
3. The Alleged Act of U.S. imperialism (quality of documentation, application of class definition). 25%
4. Verdict: Is the U.S. Imperial? (balanced analysis? Verdict reasonable and convincing?). 30%
5. Conclusion (summary). 5%
6. Grammar. 5%
7. Rules followed (see below). 5%

Common Mistakes to Avoid

1. Do not argue that the U.S. is either good or bad. This is not the issue!
2. Do not argue 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?
3. Do not argue that the US is imperial because it gains from some act. Gains do not imperial make.
4. Do not give opinion without supporting facts or argument.
5. Do not refer to 'manifest destiny'. This just a belief that some people might or might not have had. It means nothing regarding the question at hand.
6. Be careful regarding unsupported assertions: if you make a factual statement that is crucial and controversial, document your source.
7. Do not argue that the 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*.
8. Do not reference things that are not universally-known to your (average undergraduate) without explaining them.
9. Do not argue or write in terms of whether the U.S. "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 U.S. imperial or not?
10. Do not argue your own theory of U.S. foreign policy. Don't.
11. Do not report someone else's argument on U.S. foreign policy. This is not the task.
12. Logical fallacies to avoid:
    1. *Burden of proof reversal*: imposing the burden of proof onto the side that is questioning the claim.
    2. The *bandwagon* fallacy: the claim that because a premise is popular, it must be true. Regarding U.S. 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.
    3. 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 U.S. intervenes in nations for the promotion of democracy (or human rights). Of course the U.S. can intervene in nations for reasons other than democracy promotion or imperialism (like security).

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. Write in an active prose. For instance, "This paper argues . . ." or "I argue . . " are far better than "In this paper, I will argue. . ."
4. Do not write as if talking to your instructor. For instance, do not write: "In my literature review, I mainly focus . . ."
5. Don't use jargon or catch phrases, like "play the democracy card." All words and sentences must be universally understandable; if they are not then you must explain them.
6. Avoid rhetorical questions unless you answer them.
7. 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. Paragraphs over two-hundred and fifty words (excluding footnotes) are often too long.
8. Make generous use of examples to illustrate your points. Analogies too may be helpful.
9. Need writing help? Reach out to the University Writing Center.

APA Citation Procedures

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 U.S. 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)

Course Policies

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

Make-up Policy: Allowed with 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: There is 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

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+> 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 notetaking 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 notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

2. 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.

3. 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 (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

4. 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.