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.

Class Meets: Online Course.

Instructor: Michael Mousseau / Michael.Mousseau@UCF.edu / 407-823-2608. I usually respond to emails within 24 hours.

Graduate Teaching Assistant: Devyn Escalanti.

Office & Office Hours: Howard Phillips Hall 302M, Mondays 5:00-6:00 and Tuesdays 11:00-12:00 & 1:00-3:00. If you can't make these hours you can email for an appointment. If you can't make these hours email for an appointment.

Books to Purchase or Rent. I carefully select books that are affordable, enjoyable to read, and, most importantly, highly informative. Make sure to obtain the correct editions. The three books are:

- 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).

Learn How I Travel Through Time and Space*

Academic Engagement Quiz Due by Friday Aug 30 (1%)

How to Get an A in This Class*

- **The work load in this course is light, less than 8 hours per week.** You are expected to devote 9 to 12 hours per week to an average 3-credit course taught in the Fall and Spring semesters. A 3-credit course requires 3 hours of course time plus 6 to 9 hours of study time per week. (For summer D session this translates to 15 to 20 hours per week). Assuming the normal reading rate of one minute per page, but quadrupling that to allow for note taking, most students should be able to manage this course with an average workload of 8 hours per week. This includes the videos and 40 hours for the paper and 5 hours for the essay exam preparation. While a light course, students who make the effort will learn a lot, as I focus the materials on what I think are essential for grasping the historical and contemporary contexts of globalization.
- I also made this an easy course for students to manage, with zero make-work and simple organization: the **quizzes are always on a Thursday**.
    - Note that most are worth 6% of the course grade, but one is 4% and one other is only 3%.
    - Note also that once you start you will have 6-10 minutes (depending on the quiz worth) to answer three to eight multiple choice questions and one true-false question. You will answer one at time and cannot go back to look at a question once you answer it.
- Beyond the the weekly quizzes, just remember to:
    - Take the **essay exam**.
    - Turn in the **final paper**.
- **And ask questions when you have them!** I really enjoy answering questions, really! Use course discussion, or if it is something not relevant for the whole class just email me.

Interested in becoming a legislative intern (Links to an external site.)?

Weekly Quizzes (55%, worth varies)*

Take-home Essay Exam (20%, Sept 19)*

Term Paper (24%)

Drawing on the breadth of material learned in this course, answer the question: Is the US role in globalization good or bad? You do not have to make a choice: I want you to argue the U.S. is both good and bad. We will define "good/bad" as the U.S. impact on the quality of life for most people in the world, including their economic welfare and individual rights. You should structure your paper as follows:

Introduction

How the United States is a Force for Good

How the United States is a Force for Bad

What the U.S. Can Do to Help Make the World a Better Place

Conclusion

Feel free to have sub-headings too. A good paper covers the full range of issues addressed in the course. You should support your points with some outside research. Expected length is 1,800 (minimum) to 2,500 words (maximum).

Paper Rules

1. Title page should contain the following information on separate lines: Title, author, date, "Prepared for submission to INR 4008 Global Perspectives", and word count.
2. No abstract
3. Your paper must have at least two acceptable citations. Good papers will have three or more.
4. Acceptable citations include university presses for books and academic journals. Wikipedia is not acceptable, though it is a fine source to get started on a topic. If you are not familiar with using the library, please ask for assistance from the library's personnel, take workshops provided by the library, or visit the library's website (http://library.ucf.edu/). Knowing how to do research is an essential part of a liberal arts degree and being a part of this world.
5. Use APA citing procedures (see below). In addition, for each reference in the bibliography you should put the hyperlink to that citation, if possible.
6. Use 1.5 spaced, Arial 14-point, with normal 1-inch margins. This allows me to grade your papers and add comments in Canvas.
7. Number your pages.
8. Make sure your paper looks nice and clean! This means: a) Use 0.3 inch paragraph tabs, no space between paragraphs, and do not indent the first paragraph in a section; and b) Use your word processing system's "paragraph keep with next" function to keep headings from appearing at the bottom of pages with no following text.
9. Turn in an electronic copy only, using the online procedures on the course Canvas page.

Grading Rubric

- Use and awareness of course content, including both lectures and readings (40%)
- Originality of insights, indicating that you have clearly thought about the material (10%)
- Do citations appear as needed, within the logical flow of the paper and contributing to it, or do they appear as a token effort to have a citation? (15%)
- Rules followed (see above)? (10%)
- Tips followed (see below)? (10%)
- General organization of paper, including logical flow (10%)
- Grammar (5%)

General Tips for a Good Paper

1. All good papers are organized into sections with primary headings, and maybe subsections with secondary headings, and sometimes even subsections of a subsections with tertiary headings. The use of headings is up to the writer; their purpose is to let the reader know where they are in the reading. To do this effectively, primary, secondary, and tertiary headings should be distinguishable. See APSA Style Manual examples on page 12. Of course, you create your own heading names (do not use "primary", "secondary" and "tertiary"!).
2. The introduction is not a place to fill space and be cute. The purpose of the introduction is to draw interest (why does the topic matter?), identify the purpose of the paper and the conclusions drawn, and outline the paper structure. The latter is essential: All papers need to give readers a mapping. A common technique is to have as the first sentence of (perhaps) the last paragraph of the introduction as follows: "This paper is organized as follows. First . . ." Make sure all the primary headings (not necessarily the titles of them) are noted here as first, second, etc. A common organization might be (after the introduction): 1) identification of the issue (drawing mainly on course materials); 2) your thesis or challenge; 3) support for your challenge (drawing on external sources); 4) weakness to your challenge (may draw again on external sources); 5) Implications and conclusion (where you should first review the topic, your thesis, summarize the pro and cons, and draw your leading implication or conclusion).
3. 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.
4. Paragraphs over two-hundred and fifty words (excluding footnotes) are often too long.
5. Make generous use of examples to illustrate your points. Analogies too may be helpful.
6. Write in an active prose. For instance, "This paper argues . . ." or "I argue . . ." are far better than "In this paper, I will argue. . ."
7. Do not allude to things or use word games: every sentence must be perfectly clear and represent what you mean to say.
8. Do not write as if talking to your instructor. For instance, do not write: "In my paper, I mainly focus . . ."
9. Do not use the words "proven" or "disproven" unless you are referring to a logical or math proof. Use instead terms such as "for" and "against", "supportive", corroborates", etc.
10. 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.
11. Avoid rhetorical questions unless you answer them.
12. Once you think you have it right, do something else for few days. After that, at your next reading you may be amazed at how incomprehensible parts of your paper are. A good paper is re-drafted dozens of times, with some gaps in time between some drafts.
13. You may save time and produce a better paper by first outlining it, and then outlining each section. Then, stick to this outline.
14. When wondering how to explain something, just do an outline as if you are explaining it in words. I find the result often makes the best way to structure a paragraph or section.
15. The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely

to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course. http://uwc.ucf.edu/

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.

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

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.)

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.)+> 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.

Embrace Diversity. The University of Central Florida recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCF's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

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.)) 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.

University Writing Center. The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

University Writing Center
Colbourn 105
Satellite Locations: Main Library, Rosen Library & Online
407-823-2197
http://uwc.ucf.edu/