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 1102Links to an external site..

Class Meets: Online Course.

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

Communications: Email me at Michael.Mousseau@ucf.edu. I normally respond within 24 hours - if I haven't then for some reason I did not get your message and you should try again. Please communicate from your UCF knights email account. as I cannot reply to other accounts (such as Gmail, Hotmail, Yahoo, etc.).

Office Hours: Tuesdays & Wednesdays, 11:00 to 1:00 on Zoom. Just send an email and I'll send a Zoom link. If you can't make these hours email for an appointment.

Graduate Teaching Assistant: No graduate assistant.

Books to Purchase or Rent. I try to select books that are affordable, informative, and easy to read. 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* (2006/07 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

Evaluation. I structure this course to make it easy for students to manage, with zero make-work and simple organization: everything is always due on a Thursday (at 11:59pm).

Essay Exam (28%)

7 Multiple Choice Quizzes (21% / 3% each)

9 Discussions (27% / 3% each) ***First discussion due Thursday Aug 27 11:59pm**

1 Course Paper (two drafts, 12%/12%)

Course Discussion Page

How to Get an A in This Class

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

Course Summary

Date	Details	
Thu Aug 27, 2020	Assignment Week 1 Discussion	due by 11:59pm
Thu Sep 3, 2020	Assignment Week 2 Discussion	due by 11:59pm
Wed Sep 9, 2020	Assignment Week 3 Practice Essay Exam	due by 11:59pm
Thu Sep 10, 2020	Assignment Week 3 Essay Exam	due by 11:59pm
Thu Sep 17, 2020	Assignment Week 4 Discussion of Rivoli, Prologue and Parts 1 & 2	due by 11:59pm
	Assignment Week 4 Quiz on Rivoli, Prologue and Parts 1 & 2	due by 11:59pm
Thu Sep 24, 2020	Assignment Week 5 Discussion of Rivoli, Parts 3 - 4 and Conclusion	due by 11:59pm
	Assignment Week 5 Quiz on Rivoli, Parts 3 - 4 and Conclusion	due by 11:59pm
Thu Oct 1, 2020	Assignment Week 6 Discussion of Stiglitz, Chapters 1-5	due by 11:59pm

Date	Details	
	Assignment Week 6 Quiz on Stiglitz, Chapters 1-5	due by 11:59pm
Thu Oct 8, 2020	Assignment Week 7 Discussion of Stiglitz, Chapters 6-10 & Afterword	due by 11:59pm
	Assignment Week 7 Quiz on Stiglitz, Chapters 6-10 & Afterword	due by 11:59pm
Thu Oct 15, 2020	Assignment Week 8 Discussion of Collier, Introduction and Part 1	due by 11:59pm
	Assignment Week 8 Quiz on Collier, Introduction and Part 1	due by 11:59pm
Thu Oct 22, 2020	Assignment Week 9 Discussion of Collier, Parts 2 & 3	due by 11:59pm
	Assignment Week 9 Quiz on Collier, Parts 2 & 3	due by 11:59pm
Thu Oct 29, 2020	Assignment Week 10 Discussion of Video Lectures on Globalization and Security	due by 11:59pm
	Assignment Week 10 Quiz on Video Lectures on Globalization & Security	due by 11:59pm
Thu Nov 12, 2020	Assignment Paper Step 1 Submission	due by 11:59pm
	Assignment Weeks 11 & 12: Research Paper, Draft 1	due by 11:59pm
Thu Dec 3, 2020	Assignment Paper Step 2 Submission	due by 11:59pm
	Assignment Weeks 13 & 14: Research Paper, Draft 2	due by 11:59pm

Essay Exam

There is one big essay exam to be taken early in Week 3 of the course. All you need to do to prepare for this exam is watch the video presentations for Weeks 1 & 2. Pay close attention and take careful notes. The content of Module 1 in weeks 1 & 2 is important: it sets the context for the rest of the semester. Its content is also unavailable anywhere else, so taking the exam without knowing the lectures is a guaranteed fail. Prepare well!

- **Question style**. The essay-exam will have one or two broad opened-ended thought questions, which you will have one hour to answer. Example: “Drawing on course video

lectures, what are the origins of the modern world?" Expected length: 500 to 1000 words (using the font rule 6 below, this is about 2 to 4 pages).

- **Assessment**. There is no single "correct" answer. After processing essays through Turnitin, I read each essay carefully to assess if the student is familiar with the material and understands the important issues related with the question. To do well, you must express depth of knowledge of the lectures: show that you have digested the material and grew from this course!
- **How to prepare**. Take notes by hand as you watch the presentations, not of details but the bigger pictures. To decide what to include, follow this rule: what in the lecture enhances your understanding of the world and might be remembered long after this course is over? After each lecture section, stop and summarize what has been covered and think about it. What does it mean towards understanding the world? When taking the exams, have your outlines and notes readily accessible in front of you.

  Do not memorize the material. You can memorize 3 + 4 = 7, but it is a lot easier to understand the basic rules and logic of addition; then you can add anything. The same goes for understanding politics: seek to grasp the basic insights of each section and subsection of the materials; then you can think through anything. Also, I will not ask details that have no larger logic in the course content. I do not care which date the Treaty of Westphalia was signed, but I do care what may have motivated the participants to sign this treaty. The essays are open-book, so you can always check your materials for details if you want them.

- **For help in preparing for the essay exam**, I will send a practice essay two days before the real essay exam. Taking the practice is optional: I offer it to help everyone know what to expect. These are not submitted to me. Instead, on the day before the essay I will express the main contents I would expect of the practice essay answers. This way everyone can assess how well they would have done, and be better equipped for preparing for the real essay. We can also discuss good and bad answers on the practice exam on the course discussion page.
- **Follow the rules** below.
- **Ask questions**. Use the course discussion page or email me directly for any questions you have. Discussion is preferred if you have the kind of question that others might have as well.
- **When to take.** The exam will be open from 00:01 AM to 11:59 PM on the day it is due. Remember you will have only one hour, once you open the exam, to finish it.

Exam Rules

1. If an answer is not at all from course material, the grade is a zero. I deeply discount content that is not informed from course material.
2. Do not draw on anything but course material and common sense.
3. Do not cite materials from outside the course.
4. Wherever you refer to a *specific* passage in the course videos, cite the minute (e.g., Module 1, Part 2, minutes 8-9).
5. Do not include a bibliography.

6. Use 1.5 spaced, sans-serif 14-point font, with normal 1-inch margins (from edge of the page). This allows me to grade your papers and add comments within Webcourses.
7. Put your name on the first line, nothing else is needed.
8. In your answer, do not list anything we can already see in the videos. As mentioned above, to do well you must express depth of knowledge of the lectures, not show that you can copy-paste.
9. Do not enter links.
10. Do not discuss with your peers! Remember this is an exam, so I trust that students will not discuss materials after an exam has been opened (in the 24 hours before they are due). Note that discussion with your peers is a violation of the UCF Golden RulesLinks to an external site. and can lead to expulsion from the university. Any student that witnesses essay questions distributed in a Groupme chat or any similar setting is in violation of UCF Golden Rules unless they immediately report the incident to me. Remember also that I process all essays through Turnitin, so such violations are likely to be spotted.

Essay Tips

1. Attempting an essay without knowing the material is a guaranteed fail. This course offers new content not offered anywhere else.
2. Write clearly. It is often a good idea to provide examples or apply analogies, or refer to specific events to illustrate your point.
3. Use your own words. No credit is given for phrases cut-pasted from the notes. An essay can consist of entirely "correct" responses, but if it is all lecture catch phrases it is impossible to know if the student grasps the material, resulting in a high risk of a zero grade.
4. Do not rely on jargon. Everything you write should be universally understandable. For instance, 'Why do trees have leaves'? The answer 'for photosynthesis' is not a universally understandable explanation and therefore not 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.
5. Carefully explain your reasoning.
6. If you are not sure of an answer but are aware of the material and have some idea, feel free to express that you are not sure, and what you are thinking and why. Sometimes there is no single right answer, and your expressions of awareness of the materials, and having thought about them, can help.

Reading/Presentation Quizzes

The quizzes usually consist of six multiple choice questions designed to test your retention of important points and themes in the readings and videos, not details. So, there is no need, and it is probably not possible, to open your book or watch a video to look up answers during the quizzes. To discourage anyone from doing so, you will have less than two minutes on average for each question. So preparation is simple: know the assigned material, and have notes in front of you outlining the main points of each chapter/video, section, and sub-section.

As a hedge to make sure the quizzes are not too difficult, if the class average is below 83 I promise to curve up to maintain that average. Note that questions are randomly assigned, so a friend in the course will not have the same questions as you. Best to just read and know the material!

Once you start a quiz you will have only 10 minutes to answer the six questions. You can skip a question and go back to it if you like.

Course Discussions

There are nine discussions over the semester, each devoted to a weekly reading assignment or set of video presentations. The (mostly) weekly discussions are opened on Fridays and close at 11:59pm the following Thursday. Each discussion will start with a prompt. You cannot see student responses until you reply to the prompt (minimum 75 words), and then you must submit at least two replies to student entries (minimum 50 words). Try to be succinct and keep responses below 250 words. Assessment is about quality not quantity. Assessment is as follows:

- 90-100. Contributed very well, indicating a clear understanding of the materials and having thought deeply about them.
- 80-90. Contributed moderately, with indications of at least fair awareness of the material and perhaps having thought about it.
- 65-80. Contributed, but not much indication of awareness of the material and having thought about it.
- 0. No contribution made. This includes just giving one's opinion, or asserting agreement or disagreement with another post, without offering logic, facts, or reasoning of any kind.

Note that I have all reviews and summaries of the books on the web and will discount entries that offer little more than what could come from these sources. Alas, you must read the books and watch the videos!

In discussions, when referring to course materials you must identify them. This can be done by naming the particular chapter or video if you are referring to the general ideas or themes of the chapter or video. However, in most cases students are likely to be referring to specific passages within chapters or videos. In this case, the cited chapter or video must be accompanied with page numbers or video minutes. Do this as follows: (Rivoli, chapter 3, pp. 26-27) or (Lecture, Module 1, Part 2, min. 3-5).

Outside sources are not required unless a questionable statement of fact is asserted as likely true. In this case, make sure to provide full citation information, or provide a link. Avoid citing questionable sources. Abide by reference rules mentioned in Module Week 11.

In your contributions, be sure to be sensitive to wordings or statements that can be implied as suggesting any sort of stereotyping, or exclusivity, of the multiple and varied identities we have as people. These include BIPOC (Black, Indigenous, People of Color) and LGBTQ (lesbian, gay, bisexual, transgender and queer or questioning) identities. This class is inclusive, welcoming, and respectful of everyone equally.

I will monitor but not contribute to the discussions, though I may enter from time to time to assist in a question raised but unaddressed, or to steer discussion that may have gone off-track.

Course Discussions

If you have paid attention, in this course we have learned a lot. We have learned the origins of the modern interstate system, the norms of globalization, the role America played in bringing about these norms, the manner of the international trading system, and the nature and causes of conflict and insecurity. For your course final project, you will pick a country of your choice (other than the United States) or a region of similar countries (if you prefer), and tell the country's or region's "story" in terms of what we have learned in the course.

To help you get started, consider the following questions, which have all been addressed in the class. You are not expected to answer every question regarding your chosen case--these are listed as guidance to help you get started on your project. Write as if you are submitting to your peers in the class: use course materials as your assumed base knowledge of the reader; of course cite these materials when you use them.

- How was the country birthed (recognized as sovereign by others)?
- Would the country exist without the norm of self-determination?
- Has the country been imperialized? If so, be specific about what happened, using the definitional guidelines discussed in the course. If not, were there attempts at imperialism that were halted? If so, halted how?
- Was the country imperial? If so, be specific about what happened, using the definitional guidelines discussed in the course. If not, did the country make an imperial attempt but was blocked? If so, blocked how?
- Is the international trading order good for the country? If so, how? If not, why not?
- What is the nature of the country's economy, including trading relations?
- Does the country have resource curse problems?
- Does the country seem powerless in its relations with international business?
- Does the country have debt burden problems?
- Is the country a stable and functional democracy? If not, why do you think it is not? Why not?
- Does the country have problems related with ethnic conflict?
- Has the country had problems of armed civil conflict? If so, why? If not, why not?
- Is the country at risk of coup?

You will submit your paper in two steps. The idea of a two-step submission is to help students learn with step 1 whether they are on the right track for the final research paper. To make step 1 a success, students should already have a full picture of how you envision your final draft when you submit it. I thus recommend that you seek to have a final draft ready by the step 1 due date, so your step 1 submission accurately portrays what you intend to do in step 2.

Project Step 1:

1. Your paper's introduction section. The purpose of the introduction is to draw interest (why does the topic matter?), identify the purpose of the paper, summarize your main findings, 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 – see below) are noted here as first, second, etc. I good introduction is 2 to 3 paragraphs in length.
2. Summarize your research. Identify 5 academic citations you will be using in your paper. For each, give the full citation (with link if you can), and describe in one or two sentences exactly the information the source provides for your paper (maximum 100 words each). See citation rules below. Academic sources are those in academic journals listed in the social citation index (or otherwise found in the library), or books published at university presses. Other sources can be academic too, but you will need to ask me. Dictionaries provide definitions, not new knowledge, and are are not academic sources as meant for this project.
3. Your paper's conclusion section. The purpose of the conclusion is to re-introduce the topic and your motivation behind it (as also mentioned in the introduction), review what you found, and draw any implications (why does it matter?).

I will review your Step 1 submission and give feed back for the paper final (step 2). I will grade Step 1 paying special attention to: a) the relevance of the citations to the paper as explained in the introduction; and b) the coherency of the introduction and conclusion sections.

Submit Step 1 here

Project Rules (for steps 1 & 2)

1. Use 1.5 spaced, 14-point, sans-serif font, with normal 1-inch margins. This allows me to grade your papers and add comments in Canvas.
2. Do not start a paper citing an encyclopedia to define a term. Just don't.
3. Do not write as if talking to your instructor. For instance, do not write: "In my paper, I mainly focus . . ."; or "In this class my favorite topic was . . .".
4. A good paper is well organized, broken into sections and, sometimes, subsections. For the reader to grasp the organization, use ALL CAPS as primary headings, and *Italics* for secondary headings, if you have them. The first letter in most words in headings should be uppercase.
5. Every factual claim that is not universally understood as true needs a citation to a source making the claim. If it is necessary to cite the same source twice in a row, the second citation can be simply "ibid." (see below). If your only source for a key claim is not a valid academic one, a paper's arguments can lay on weak grounds. Everyone should shy away from obviously biased sources, like "Rightwing News" or "Marxist Revolutionary Review".
6. Do not, under any circumstances, draw information from or cite Encyclopedia Britannica. I have discovered encyclopedia to have numerous errors and misrepresentations.
7. Original sources should be fully cited, not the library.

8. If you quote material, you must provide the page number (or numbers) in the citation. Example: (Mousseau 2006:74-75).
9. If you refer to a specific passage in the publication rather than the general thesis of the publication you must provide the page number (or numbers) in the citation. Example: (Mousseau 2006:74-75).
10. When making an in-text citation in sentence, the period ending the sentence goes after the in text citation. For example: " . . . found that the chicken came first (Mousseau, 2006)." Notice there IS NO PERIOD BEFORE THE FIRST PARENTHESES. To cite course videos, cite the module, part, and minute. For instance: (Module 1, Part 2, minutes 8-9).
11. For each reference in the bibliography, you should put the hyperlink to that citation, if possible.
12. Write clearly what you intend to express: do not simply imply things and assume the reader gets the implication. Similarly, do not merely allude to things, use word games, or use slang or jargon. Write as if your audience is from a different culture: make every sentence representative of what you mean to say. For instance, do not use catch phrases like “play the democracy card,” or write that "X only did Y." The word "only" means something else was supposed to be done - just say whatever that is. Never leave anything for the reader to guess at or interpret.
13. 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.
14. If a section heading is at the bottom of a page with its content starting on the next page, just move the heading to the next page to be above its content. It is dreadful to find a section heading hanging all alone at the bottom of a page.
15. If a section heading is aligned left, do not indent the first line of the first paragraph of the section.
16. Do not put extra space between paragraphs.

General Tips for a Good Paper

1. 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.
2. 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.
3. Paragraphs over two-hundred and fifty words (excluding footnotes) are often too long.
4. Make generous use of examples to illustrate your points. Analogies too may be helpful.
5. Write in an active prose. For instance, “This paper argues . . .” or “I argue . . .” are far better than “In this paper, I will argue. . .”
6. Avoid rhetorical questions unless you answer them.
7. 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.
8. 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/

APA Citation Procedures

If I write: "Early on, 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, 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: 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, Gordon (1954) established the classic collective action problem for fisheries, and even today we continue to erode the potential rent in almost all fisheries. He warned that, "Common-property natural resources are free goods for the individual and scarce goods for society" and they produce no rent (Gordon, 1954: 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. (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)

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.

How to Get an A in This Course

- **You are expected to devote 9 to 12 hours per week to this course.** A 3-credit course requires 3 hours of course time plus 6 to 9 hours of study time per week. For an on-line course this means you should expect to devote 9 to 12 hours per week to coursework in the Fall and Spring semesters, and 15 to 20 hours per week in the summer semester.

- **To make things easy to manage**, everything in this course is always due on a **Thursday** at 11:59 pm. This includes weekly discussions and quizzes, the essay in week 3, and the paper drafts in weeks 12 and 14.
- Take the (optional) **practice essay exam.** It is best to complete all video lectures for Module 1 (Weeks 1 & 2) before taking the practice essay. After taking it, put all questions and thoughts about it in the course discussion page, and pay attention to this page. Of course, I can always take questions directly by email as well.
- The course content ends in week 10. This way you can devote weeks 11 to 14 to writing an awesome paper! Warning: it is not possible to get a respectable grade on this paper without reading the entirety of the instructions and writing tips on the course paper page (Week 11), and abiding by them! Learning how to write a basic research paper is an essential part of a liberal arts degree--enjoy the learning and practicing!
- There is no final exam! Who needs it?
- **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.

Course Policies

Late Paper Policy: 1% drop in grade for every hour late. If for some technical reason you find that you cannot submit, you can keep a record of your time of completion by (in Word) going to "file" and then "info". Take a picture of the time of the last modification of your document, and I can use that as your submission time

Make-up Policy: Quizzes can be made up only within 24 hours, with valid excuse. Make-up exams require medical and funeral documentation.

Letter/Grade Equivalencies: See grade page.

94 -	100	A
90 -	94	A-
87 -	90	B+
84 -	87	B
80 -	84	B-
77 -	80	C+
74 -	77	C
70 -	74	C-
67 -	70	D+
64 -	67	D
61 -	64	D-
0 -	61	F

Curve Policy: Quizzes are curved, only up.

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 section contains course policies that are standardized across all UCF courses and are supplemental to all UCF course syllabi.

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

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

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 note taking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and note taking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility Statement. The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as

accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement. Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (You CAN Survive an Active Shooter) 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.