INR 4008:
Global Perspectives
Department of Political Science
College of Sciences
3 Credit Hours

Course Syllabus
Fall 2020

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Course Description
The historical and contemporary contexts of globalization.

Prerequisites: ENC 1102 or C.I. **Credit Hours:** 3

Course Objectives
The class will topically center on global health challenges. This will include considering how health challenges vary around the world, how globalization has impacted these challenges, and how local, regional, and global actors respond to them. This has been a large focus of my section of this class in the past, with *Spillover* previously being assigned as a reading. Given the current Covid-19 pandemic, this class will focus more explicitly on global health. However, though I will occasionally reference the current pandemic and related policies and programs, I am intentionally avoiding extensive coverage. Instead, I will focus more on prior issues, while you as the student will be asked to link this information to the current pandemic.

Students will
1. Learn about different issues in global, specifically non-western, politics.
2. Differentiate the challenge posed by different global health threats.
3. Reflect on positive and negative impacts of globalization on global health.
4. Analyze efforts by individual countries and collective efforts through international organizations, non-governmental organizations, etc.
5. See how social scientists go from theoretical reasoning to designing research and testing an argument.
6. Integrate knowledge from varied sources in professional writing.
7. Develop social science research skills.

Required Texts

- Osterholm, Michael, and Mark Olshaker. 2017. *Deadliest Enemy: Our War Against Killer Germs*. Little, Brown and Company. (Note, a paperback version of this book was also released in spring 2020. As best I can tell, these are completely identical).
- Quammen, David. 2012. *Spillover*. New York, NY: WW Norton. ISBN: 9780393346619
- Dionne, Kim Yi. 2018. *Doomed Interventions: The Failure of Global Responses to AIDS in Africa*. New York, NY: Cambridge University Press. ISBN: 9781316646885.
    - ***Doomed Interventions* is available as an electronic book through the library.**

Workload

It is very important that you take the demands of the class seriously from the outset. For perspective, the university policy on credit hours is as follows:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that ***reasonably approximates not less than:***

> *One hour of classroom or direct faculty instruction and* ***a minimum of two hours*** *of out of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time; or*
>
> *At least an equivalent amount of work as required in paragraph (a) of this definition for academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.*

A typical three-credit hour class in a 15-week semester thus requires "a minimum" of three hours per week direct faculty instruction and six to nine hours outside of a classroom environment (***or its "equivalent…"***). This translates to "a minimum" of around 135 hours of work during a 15-week semester. For a nine-week class like this, the total hours cannot be reduced. ***This means you should expect to dedicate a minimum of 15 hours per week to this class.***

It is very important for you to commit to dedicating the requisite amount of time to succeed in the class. Between lectures, readings, written assignments, and individual research, you should be fully prepared to dedicate a minimum of 15 hours per week. Reading load, course assignments, and grading will reflect this expectation.

Required Texts and Materials

The instructor will make an effort to upload all readings to webcourses. However, aside from selected pages from books to which students might not have access, it is the responsibility of the student to access reading materials.

Basis for Final Grade

Assessment	Percent of Final Grade
Quizzes (14, lowest 2 will be dropped)	40%
Short Papers (5, lowest 2 will be dropped)	40%
Final Exam	20%
Total	100%

Assignments

See course schedule below.

A **quiz** will be completed each week of the semester. The lowest two grades will be dropped. The first of these will be dropped after Week 6, and the second after Week 12. Questions will focus on the readings assigned that week. However, they will also incorporate elements from earlier weeks, particularly lecture material. I will try to avoid quizzing on lectures the same week they are assigned, in order to give you ample opportunity to seek clarification on any unclear themes. Though I will not guarantee you will not see questions about lectures the same week they are assigned, I am trying to avoid it. The class is by nature cumulative, so earlier materials should be regularly reviewed, and students should draw on material and themes from the entirety of the session when completing assignments.

I will assign three **short papers**, of which you are required to complete three. You are free to complete more than three, in which case the lower grade(s) will be dropped. These essays have you respond to a specific question or set of questions related to the readings. Short papers will be around 1000 words. This could involve an in-depth assessment of a single article, it could involve synthesizing multiple or all of a week's readings, or it could involve incorporating the entirety of material from the class. If you choose not to complete a particular essay, a 0 will be entered into the grade book. The lowest two of these will be dropped at the end of the semester.

A **final exam**, consistent of multiple choice, short answer, and essay questions, will be held during finals week. The exam will open at the start of finals week, and must be completed by the close of finals week.

Grading Scale

A: 94.00-100	A-: 90.00-93.99		
B+: 87.00-89.99	B: 84.00-86.99	B-:	80.00-83.99
C+: 77.00-79.99	C: 74.00-76.99	C-:	70.00-73.99
D+: 67.00-69.99	D: 64.00-66.99	D-:	60.00-63.99
F: 0-59.99			

Office hours

Office hours will be held via zoom from 1-3 on Wednesdays. The instructor will send a zoom link to the class prior to the session. Other than being online, this will work the same as regular office hours. If you try to enter the session, but another student is already talking with me, I can only allow you to enter the session once I am finished with the other student. I will send you a message if there is a line.

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

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.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation

from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the

semester begins and/or after they receive notification of deployment to make related arrangements.

Make Up Assignments for Authorized University Events

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

Late Work

Requests for extensions, regardless of the justification, will be given fair consideration when the request is made 48 hours prior to the due date. Assignments are designed so that students (either through planning or through unforeseen circumstances) can miss some assignments without penalty. Students are, however, ultimately responsible for all material since assignments are cumulative.

Students should distinguish between the due date on Webcourses and the data the assignment closes. Assignments not submitted by the due date can be penalized. Once an assignment closes, submissions will not be accepted at all. Again, the assignment close date is not the same as the due date.

Grades of "Incomplete":

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Technology and Media

Enrolling in this course requires access to a computer with the requisite technology requirements (https://cdl.ucf.edu/support/student/technology-requirements/). Failure to complete class assignments due to technical issues will only be excused when the issue can be documented to have occurred due to a problem on UCF's end. In other words, problems with your own computer or connection are not justification for extension.

Email:

Emails should include the course number or another indicator in the subject line that identifies the message as relevant to the class. In accordance with UCF policy, I can only correspond with your official UCF Knights email address. If you message from a different email address, it could be ignored.

Professionalism Policy:

Though this class is online, students may occasionally interact with each other via the discussion sessions. Interactions should always be conducted in a respectful, professional manner. Language should remain formal and courteous, even if strongly disagreeing on a specific point. Insults and inappropriate language will not be tolerated. Students will receive one warning from the instructor if they engage inappropriately. Each subsequent offense will result in a 5% reduction in the end-of-semester grade.

Turinitin.com:

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit http://www.turnitin.com.

You should be aware that Turnitin is simply a similarity score, based on identical wording in different texts. It is not specifically a plagiarism detector, and a low similarity score does not mean the paper is properly attributed. Plagiarism involves far more than identical wording, including the lack of attribution of ideas more generally.

University Writing Center:

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197.

Religious Observances

Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

COURSE SCHEDULE

(subject to change)

Due Date	Assignment	Assigned Reading
August 28	Quiz 1	*Deadliest Enemy*, 3-29 *Spillover*, 13-49 Myers & Patz. "Emerging Threats to Human Health from Global Environmental Change." Only 223-236
September 4	Quiz 2	*Deadliest Enemy*, 30-56 *Spillover,* 264-310
September 11	Essay 1 Quiz 3	*Deadliest Enemy*, 57-79 *Deadliest Enemy*, 80-97
September 18	Quiz 4	*Deadliest Enemy*, 98-110 *Spillover*, 128-164 Cohen, Justin. 2019. "Lessons for Malaria from the Eradication of Smallpox." *Malaria Journal.*
September 25	Quiz 5	*Deadliest Enemy,* 144-158 *Spillover,* 54-124
October 2	Essay 2 Quiz 6	Rulli et al. 2017. "The Nexus Between Forest Fragmentation in Africa and Ebola Virus Outbreaks." *Scientific Reports*. Nohrstedt, Daniel, and Erik Baekkeskov. 2018. "Political Drivers of Epidemic Response: Foreign Healthcare Workers and the 2014 Ebola Outbreak." *Disasters*.
October 9	Quiz 7	Spillover, 386-489
October 16	Quiz 8	*Doomed Interventions,* 1-59.
October 23	Essay 3 Quiz 9	*Doomed Interventions*, 60-100.
October 30	Quiz 10	*Doomed Interventions*, 100-159.
November 6	Quiz 11	*Deadliest Enemy*, 111-143 *Spillover*, 211-259

November 13	Essay 4 Quiz 12	*Spillover,* 314-381 (Nipah, Marburg, bats)
November 20	Quiz 13	*Deadliest Enemy*, 178-204 Mosquitoes *Deadliest Enemy*, 205-214 Zika
November 27	Quiz 14	*Deadliest Enemy*, 215-267
December 4	Essay 5 Quiz 15	*Deadliest Enemy*, 268-319.
December 7-12	Final Exam	