INR 4008: Global Perspectives
The Historical and Contemporary Contexts of Globalization

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

Office & Office Hours: On-line Only.

Books to Purchase or Rent:

- 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).

Module 1: The Historical Context of Globalization and the Unique Role of the Americans

Assignments

- Watch Video Presentations**
  - Part 1 (65 min.) here.
  - Part 2 (122 min.) here.
  - Part 3 (29 min.) here.
  - Part 4 (76 min.) here.
  - Part 5 (68 min.) here.
  - Part 6 (85 min.) here.
    - ****If you cannot watch the videos** try watching them using Firefox. If you have any other problems on Canvas, ask technical support at webcourses@UCF.edu. It is their responsibility to help you.
- Optional practice essay exam will be distributed on May 18.
- Essay Exam Monday May 20.
- Discussion on video presentations May 13-May 24. **Must participate at least once by Friday May 17**.

***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.
- 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.
- Ed Conway. *The Summit Bretton Woods 1944: J. M. Keynes and the Reshaping of the Global Economy*. Pegasus Books. 2015. Narrative describes how the blueprint for the post-World War II economic order was drawn.
- Watch 1000 Years of European Borders Change In 3 Minutes (Links to an external site.)Links to an external site.
- Watch Human Population Growth Through the Ages (Links to an external site.)Links to an external site.

****Please Note for all Presentations Through the Semester:**

1. They have audio content.

2. They are frequently misnamed and misnumbered, due to their original construction for prior courses. Just ignore these errors.

3. They may contain references, particularly at the start of the presentations, to organizational and other matters that do not pertain to our present organization, such as "weeks" rather than modules; or "starter quiz". Just ignore these.

4. Webcourses has recently informed me that it may not be possible to view the videos on a Mac (ugh!). Also, if you are not on a Mac and you still cannot view the videos, try updating your flash player.

5. For any additional problems viewing course content, inquire at Webcourses@UCF Support. Of course let me know if no problem is solved.

Module 2: Globalization and Economy

Assignments

- Watch video presentation on historical context of economic debates (42 min.) here.
- Quiz on Rivoli, *Travels of a T-Shirt*, Prologue & Parts 1 & 2, May 27.
- Discussion of Rivoli, *Travels of a T-Shirt*, Prologue & Parts 1 & 2, May 28-31.
- Quiz on Rivoli, *Travels of a T-Shirt*, Parts 2 & 3 & Conclusion, June 3.
- Discussion of Rivoli, *Travels of a T-Shirt*, Parts 2 & 3 & Conclusion, June 4-7.
- Quiz on Stiglitz, *Making Globalization Work*, Chapters 1-5, June 10.
- Discussion of Stiglitz, *Making Globalization Work*, Chapters 1-5, June 11-14.
- Quiz on Stiglitz, *Making Globalization Work*, Chapters 6-10 & Afterword, June 17.
- Discussion of Stiglitz, *Making Globalization Work*, Chapters 6-10 & Afterword, June 18-21.

***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.
- "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.

Module 3: Globalization and Security

Assignments

- Quiz on Collier, *Wars, Guns, and Votes*, Introduction and Part 1, June 24.
- Discussion of Collier, *Wars, Guns, and Votes*, Introduction and Part 1, June 25-28.
- Quiz on Collier, *Wars, Guns, and Votes*, Parts 2 & 3, July 1.
- Discussion of Collier, *Wars, Guns, and Votes*, Parts 2 & 3, July 2-5.
- Watch video presentations
    - Part 1 (45 min.) here
    - Part 2 (22 min.) here
    - Part 3 (56 min) here
- Discussion on video presentations, July 6-12.

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

- **Watch**

    - Video (Links to an external site.)Links to an external site.
      produced by a Russian Duma deputy named Anna Kuvychko in 2017 (Vova is a diminutive for Vladimir, as in Putin). The English translation scrolls across the bottom of the screen.
- 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.
- Watch: *Syria's War: A Five Minute History* (Links to an external site.)Links to an external site.
- What Everyone wants in Syria in One Slide
- Watch: *The Myth of a Sunni-Shia War* (Links to an external site.)Links to an external site.
- A More Complex Map of Sunnis and Shiites (Links to an external site.)Links to an external site.

Essay Exam

There is one big essay exam, worth 25% of your course grade, to be taken on May 20. All you need to do to prepare for this exam is watch the video presentations for Module 1. Pay close attention and take careful notes. The content of Module 1 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.
- **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. 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.
- **For help in preparing for the essay exam**, I will send a practice essay on two days before the real one. We can discuss good and bad answers on the practice exam on the course discussion page.
- **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 May 20. Remember you will have only one hour, once you open the exam, to finish it.

Exam Rules

1. **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. Do not draw on anything but course material and common sense.
2. **Wherever you refer to a passage in the course materials** you must identify them. This can be done by identifying 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. Examples include (Rivoli, chapter 3, pp. 26-27); (Lecture, Module 1, Part 2, min. 3-5).
3. **Do not cite materials from outside the course.**
4. **No bibliography.**
5. **Use 1.5 spaced, Arial 14-point, with normal 1-inch margins** (from edge of the page). This allows me to grade your papers and add comments within Webcourses.

6. Put **your name** on the first line, nothing else is needed.
7. **Length**: 500 (minimum) to 1000 (maximum) words. This is about 1.5 to 2.5 pages using the required 1.5 spaced Arial font with normal 1-inch margins.
8. At the end of your essay, note the **word count**.
9. **Do not list.**
10. **Do not enter links.**
11. **Turn your essay in** using turnitin.com on Webcourses.
12. **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 Rules and can lead to expulsion from the university. Remember also that with Turnitin such violations are likely to be spotted.

Exam Tips

1. **Write clearly.** A well-written paragraph is easier to understand than a poor-written one. It is often a good idea to provide examples or apply analogies, or refer to specific events to illustrate your point.
2. **Use your own words.** No credit is given for phrases cut-pasted from the PDF notes. So **do not rely on lecture catch phrases!** 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.
3. **Carefully explain your reasoning.** Otherwise I may not understand your point! To make your answer clear, it is often a good idea to provide examples or apply analogies.
4. **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 and patterns of global politics covered in the course. Then you can answer any question on the exams. 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 about what may have motivated the participants to sign this treaty. The exam is open-book, so you can always check your notes for details if you want them.
5. 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.

Reading/Presentation Quizzes

The quizzes usually consist of about eight multiple choice questions and one true-false one, **always on a Monday**. They are designed to test your retention of important points and themes in

the readings, not details, so there is no need, and it is probably not possible, to open your book and look up answers during the quizzes. To discourage anyone doing so, you will have only about one minute (on average) to answer each question. So preparation is simple: know the assigned material, and have notes in front of you outlining the main points of each chapter, section, and sub-section. If you do this, you will do well.

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 questions. You will answer one at time and cannot go back to look at a question once you answer it.

Course Discussions

There are eight discussions over the semester, each devoted to a module reading assignment or set of video presentations. They are **always due in a Friday, though open for at least a few days prior**. All students are expected to post at least one discussion comment, or reply to a discussion comment of another student, in each discussion. 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 repeating course content already expressed by a peer in the discussion is not taken as evidence of having digested the course materials.

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).

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. I

will periodically update the discussion grade, so everybody can see how they are doing as the course progresses.

Course Discussion Page

This page will be used to discuss the practice exam, and anything else unrelated to specific (and graded) course discussions. Ask general questions here.

Term Paper

Pick a topic that interests you in this course and develop a thesis around it. For instance, you might disagree with Stiglitz' argument in his chapter on patent and copyright laws. You should support your argument with outside research. Expected length is 2,000 (minimum) to 3,000 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 at five 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 citation 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 (20%)
- Organization of paper. Including generous use of section headings as needed (primary, secondary, tertiary, see below) (20%)
- Introduction (see below) (20%)
- Thesis. Thoughtful? Well argued? Balanced? Convincing? (20%)
- 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? (10%)
- Rules followed (see below)? (5%)
- 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 review the topic and thesis, summarize the pros 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 write as if talking to your instructor. For instance, do not write: “In my paper, I mainly focus . . .”
8. Do not use the words “proven” or “disproven” unless you are referring to a logical or math proof. Instead use terms such as “for” and “against”, “supportive”, "corroborates”, etc.

9. 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.
10. Avoid rhetorical questions unless you answer them.
11. Once you think you have an acceptable draft, 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.
12. You may save time and produce a better paper by first outlining it, and then outlining each section. Then, stick to this outline.
13. 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.
14. 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)

How to Get an A in This Course

- An average 3-credit course summer D online course requires 18 hours of course time per week. Assuming the normal reading rate of one minute per page, but doubling that to allow for note taking, most students should be able to manage this course with an average **workload of 10 hours per week**. This includes devoting 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 is 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 Monday.**
    - The **last day for discussions is always a Friday** (though discussions are always opened a few days earlier, and early contributions are encouraged).
- Beyond that, just remember to:
    - Prepare for the essay exam by taking the (optional) **practice essay exam**, which I will send on May 18. It is best to complete all the presentations for Module 1 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.
    - Take the **essay exam** (only one week into the course, Monday May 20).
    - Turn in the **final paper** (on Friday July 13).
- **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.

Academic Engagement: Join First Discussion by Friday May 17

Course Policies

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

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

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: 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 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.)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.)Links to an external site.+> and has been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism

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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 (Links to an external

site.)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.

Course Summary:

Date	Details	
Fri May 17, 2019	Discussion of Video Lectures on the Historical Context of Globalization and the Unique Role of the Americans	due by 11:59pm
Mon May 20, 2019	Essay Exam due by 11:59pm	
Mon May 27, 2019	Quiz 1: Rivoli, Prologue and Parts 1 & 2 due by 11:59pm	
Fri May 31, 2019	Discussion of Rivoli, Prologue and Parts 1 & 2 due by 11:59pm	
Mon Jun 3, 2019	Quiz 2: Rivoli, Parts 2 - 4 and Conclusion due by 11:59pm	
Fri Jun 7, 2019	Discussion of Rivoli, Parts 2 - 4 and Conclusion due by 11:59pm	
Mon Jun 10, 2019	Quiz 3: Stiglitz, Chapters 1-5 due by 11:59pm	
Fri Jun 14, 2019	Discussion of Stiglitz, Chapters 1-5 due by 11:59pm	
Mon Jun 17, 2019	Quiz 4: Stiglitz, Chapters 6-10 & Afterword due by 11:59pm	
Fri Jun 21, 2019	Discussion Stiglitz, Chapters 6-10 & Afterword due by 11:59pm	
Mon Jun 24, 2019	Quiz 5: Collier, Introduction and Part 1 due by 11:59pm	
Fri Jun 28, 2019	Discussion of Collier, Introduction and Part 1 due by 11:59pm	
Mon Jul 1, 2019	Quiz 6: Collier, Parts 2 & 3 due by 11:59pm	
Fri Jul 5, 2019	Discussion of Collier, Parts 2 & 3 due by 11:59pm	
Fri Jul 12, 2019	Discussion of Video Lectures on Globalization and Security	due by 11:59pm
	Term Paper	due by 11:59pm
	Essay 1 Make Up	