Professor Nikola Mirilovic

Global Perspectives (INR4008-0W61)

Credit: 3 Units

University of Central Florida, Spring 2021

Online

Office	Phillips Hall 311 D
Office hours	Online: Mon 12-1 PM and Tue 12-3 PM (or by appointment). Please call the SPSIA main office (407 823-2608) to have your call transferred to me during office hours.
Voice	407 823-2984
Email	Via the course page in Webcourses
Required books	*The Globalization Reader*. 6th edition. 2019. Frank J. Lechner and John Boli (eds). ISBN: 9781119409946. Available at the Bookstore. *Global Inequality*. 2016. Branko Milanovic. ISBN: 9780674984035. Available at the Bookstore.

Graduate Teaching Assistant: Santosh Sapkota – contact via the course Webcourses page.

Course Description: Globalization is a concept that is commonly used but often misunderstood and poorly defined. In this class, we examine political, economic and identity elements of globalization. In particular we focus on three key areas: global income inequality, debates regarding global governance, and the relationship between globalization and national and religious identities. We examine questions such as whether global income inequality is decreasing, what are the economic and political implications of the rise of China, and the extent to which there is a political backlash to globalization.

Course Goals: 1) Students will develop a strong grasp of the analytical tools and theoretical perspectives and debates needed to understand the causes and consequences of globalization. 2) Students will further their knowledge of facts about globalization and global issues. 3) Students will improve their writing and analytical skills.

Requirements: The final grade will be based on six quizzes, five discussions, and a paper. The paper (up to 1,500 words maximum; works cited do not count toward the word limit) will count for 30% of your final grade. It will assess your analytical and writing skills. The source materials for the paper are the course readings and lectures: external research is neither required nor expected.

The quizzes will count for 40% of your final grade. I will drop the lowest of your quiz grades. Each quiz will consist of up to sixteen multiple choice or true/false questions. You will have twenty five minutes to complete each quiz. There is a one week window to complete each quiz (please see exact dates below).

Quizzes can only be completed within this window with exceptions potentially granted only in the case of an emergency and/or a university documented absence. The quizzes are closed book and notes and external sources are not allowed while taking the quiz.

Discussions will count for 30% of your final grade. I will drop the lowest of your discussion grades. Students will be assigned to small groups of up to eleven students each. In each module that has a discussion you will post an answer to a prompt from the professor, and a response to a post from a classmate. Responses to a prompt from the professor will count for 85% of the discussion grade, while responses to classmates' discussion posts will count for 15% of the discussion grade.

The penalty for submitting a discussion post late is a 10 points (one letter grade) reduction for each calendar day of lateness. No responses will be accepted once a discussion section closes (i.e., it is not possible to post a late response to another students' discussion post).

Turnitin.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. You will submit your paper through the Canvas Assignment Tool as a pdf or docx file. After the assignment is processed, as an 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.

Required Readings: In addition to the two required books listed on the previous page of the syllabus, required readings include articles listed under "course schedule" below along with webpages where those articles can be downloaded. Students should use their online UCF Library access to download all of those readings at the beginning of the class.

Recorded Lectures and PowerPoints: In addition to the materials found in the books and articles described above, required class materials include recorded lectures by the professor and associated PowerPoint files (one for each module). The lectures and PowerPoints summarize and explain the material from the books and readings above, as well as include additional relevant information. The best way to do well in the course and develop a strong grasp of the material it covers is to read and carefully consider the required readings, watch the recorded lectures, and study the PowerPoint slides.

This class will not have study guides.

Course Correspondence and Webcourses: All correspondence with the instructor will be via Webcourses. I will usually respond to your message within 48 hours on business days.

Paper Lateness Policy: The penalty for submitting a paper late is a 10 points (one letter grade) reduction for each calendar day of lateness (i.e., an A paper submitted a day late will receive a grade of B; if submitted two days late it will receive a grade of C, etc.).

Make-Up Assignments for Authorized University Events or Co-curricular Activities: 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 <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>

Academic Activity and Financial Aid: All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes or as soon as possible after adding the course: in module 0 on Webcourses, post a brief description (up to a paragraph) of why you are interested in taking this course. Failure to do so may result in a delay in the disbursement of your financial aid.

Course Prerequsites/Corequisites: Prerequisite(s): ENC 1102 or C.I. Corequisite(s): None.

UCF Academic Integrity Statement: 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.

Unauthorized Use of Technology for Graded Work:
If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc.

Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, etc. when opened on Webcourses.

The completion of graded work in an online course should be considered a formal process: Just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

- Taking a screen shot of an online quiz or test question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.
- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.
- Gathering to take an online quiz or test with others and sharing answers in the process is considered academic misconduct.

If a student or group of students are found to be exchanging material associated with a graded assignment, quiz, or test through any form of technology (GroupMe, WhatsApp, etc.), or use outside assistance (Googling answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.), they could receive anywhere from a zero grade on the exercise to an "F" in the course depending on the act.

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.

UCF Class Recording Statement: students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

Course Accessibility Statement: 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: Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their 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. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- 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.

- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

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.

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>.

University Writing Center: Address and contact info: Colbourn Hall 105**;** Satellite Locations: Main Library, Rosen Library, Online**;** 407-823-2197 http://uwc.cah.ucf.edu/

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors 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 or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the Success Resources tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

COVID-19 and Illness Notification

Students who believe they may have been exposed to COVID-19 or who test positive must 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 or have tested positive for COVID-19.

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

Grading Scale:

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

Course Schedule

August 23-27: Module 0: Introduction, Technical Test Quiz, Class Interest

No readings. During this time you should purchase the required books for the class, and download all the articles listed below with associated weblinks. To download all these articles for free, use students' UCF library access. You should also post about your interest in the class, and complete the technical test quiz.

August 26: 1 PM. Optional one time Zoom Q&A meeting. The professor will answer students' questions about the class. Attendance is not required and has no impact on your grade.

Part I: Overview, History and Global Political Economy

August 24-September 12: Module 1: Overview and Historical Background

Defining Globalization and Theoretical Debates

Hamelink, Cees J. "The Elusive Concept of Globalization." Ch. 3 in Lechner & Boli, pp. 25-31.

Micklethwait, John and Adrian Wooldridge. "The Hidden Promise: Liberty Renewed." Ch. 1 in Lechner & Boli, pp. 11-18.

Wallerstein, Immanuel. "The Modern World-System as a Capitalist World-Economy." Ch. 6 in Lechner & Boli, pp. 52-59.

Globalization and History

Sen, Amartya. "How to Judge Globalism." Ch. 2 in Lechner & Boli, pp. 19-24.

Lechner, Frank J. "Waves in the History of Globalization." Ch. 12 in Lechner & Boli, pp. 105-111.

Ferguson, Niall. "Sinking Globalization." Available at JSTOR: http://www.jstor.org/stable/20034276

Contemporary International Economic Integration

Fallows, James. "China Makes, the World Takes." Ch. 20 in Lechner & Boli, pp. 167-172.

Korzeniewicz, Miguel. "Commodity Chains and Marketing Strategies: Nike and the Global Athletic Footwear Industry." Ch. 21 in Lechner & Boli, pp. 173-183.

Edey, Malcolm. "The Global Financial Crisis and its Effects." Ch. 25 in Lechner & Boli, pp. 200-206.

Deadline to submit the discussion post: September 5; deadline to submit the response to another student's discussion post: September 12

Quiz 1 open: September 6-12

NOTE: September 6 (Labor Day): no office hours

September 13-26: Module 2: Global Inequality

Milanovic, Branko. *Global Inequality*.

NOTE: this required reading refers to Milanovic's book, not to his chapter in Lechner & Boli.

NOTE: the Introduction and Chapters 1-4 of the book are assigned; Chapter 5 is not assigned.

International trade, investment, and economic development

Dollar, David and Aart Kraay. "Trade, Growth, and Poverty." Available at JSTOR: http://www.jstor.org/stable/3590109.

Harvey, David. "A Brief History of Neoliberalism." Ch. 8 in Lechner & Boli, pp. 67-72.

Collier, Paul. "The Bottom Billion: Why the Poorest Countries are Failing and What Can be Done About It." Ch. 24 in Lechner & Boli, pp. 194-199.

Kristof, Nicholas D. and Sheryl WuDunn. "Two Cheers for Sweatshops." Available at: https://ucf-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UCF/rh57g9/cdi_proquest_miscellaneous_2265621594

Also available: https://www.proquest.com/docview/2265621594?accountid=10003&pq-origsite=primo

D'Mello, Bernard. "Reebok and the global footwear sweatshop." Available at UCF Library: https://search.ebscohost.com/login.aspx?direct=true&db=apn&AN=ALTP334968&site=eds-live&scope=site&custid=current&groupid=main&authtype=shib

Deadline to submit the discussion post: September 19; deadline to submit the response to another student's discussion post: September 26

Quiz 2 open: September 20-26

Part II: Global Governance and Rising Powers

September 27-October 10: Module 3: International Institutions

International Institutions: Theoretical Perspectives

Mearsheimer, John. "The False Promise of International Institutions." Available at JSTOR: http://www.jstor.org/stable/2539078

Keohane, Robert O. and Lisa L. Martin. "The Promise of Institutionalist Theory" Available at JSTOR: http://www.jstor.org/stable/2539214

International Economic Institutions

Vreeland, James. "The International Monetary Fund." Ch. 33 in Lechner & Boli, pp. 266-272.

Stiglitz, Joseph E. "Globalism's Discontents." Ch. 27 in Lechner & Boli, pp. 210-217.

Rogoff, Kenneth. "The IMF Strikes Back." Available at: https://www.imf.org/en/News/Articles/2015/09/28/04/54/vc021003

McBride, James and Andrew Chatzky. “What’s Next for the WTO?” Available: https://www.cfr.org/backgrounder/whats-next-wto

Deadline to submit the discussion post: October 3; Deadline to submit the response to another student’s discussion post: October 10

Quiz 3 open: October 4-10

October 11-24: <u>Module 4</u>: Rising Powers

China

Brzezinski and Mearsheimer. “Clash of the Titans.” Available at: https://search.ebscohost.com/login.aspx?direct=true&db=edsgea&AN=edsgcl.126850465&site=eds-live&scope=site&custid=current&groupid=main&authtype=shib

Ikenberry, John. “Why the Liberal World Order Will Survive” Available at: https://www.cambridge.org/core/journals/ethics-and-international-affairs/article/why-the-liberal-world-order-will-survive/633E32F4A7B65CFE78D967F113D325A6

Christensen, Thomas J. “Fostering Stability or Creating a Monster? –The Rise of China and U.S. Policy toward East Asia” Available at JSTOR: http://www.jstor.org/stable/4137540

Sutter, Robert. “Washington's "Whole-of-government" Pushback Against Chinese Challenges—Implications and Outlook” Available at: https://pacforum.org/publication/pacnet-26-washingtons-whole-of-government-pushback-against-chinese-challenges-implications-and-outlook

Russia

Mearsheimer, John. “Why the Ukraine Crisis Is the West’s Fault.” Available at: https://www.jstor.org/stable/24483306.

McFaul, Michael. “Faulty Powers: Who Started the Ukraine Crisis?” Available at: https://www.jstor.org/stable/24483933

India

Schaffer, Teresita. “The United States, India, and Global Governance” Available at: https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000267570900005&site=eds-live&scope=site&custid=current&groupid=main&authtype=shib

Mohan, C. Raja. “India’s pivot to the United States” Available at: https://ucf-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UCF/rh57g9/cdi_rmit_primary_282084570504342 Also available: https://www-proquest-com.eu1.proxy.openathens.net/docview/2390150416/fulltext/9EF984597CBB40FDPQ/1?accountid=10003.

The Economist. “Why India avoids alliances.” Available at:
https://www.proquest.com/docview/2048102858?accountid=10003&pq-origsite=primo

Interdependence and Conflict

McMillan, Susan. “Interdependence and Conflict” Available at JSTOR:
http://www.jstor.org/stable/222802

Deadline to submit the discussion post: October 17; deadline to submit the response to another student’s discussion post: October 24

Quiz 4 open: October 18-24

Part III: Identity, Nation States, Environmental Issues

October 25-November 7: Module 5: Globalization and Identity

NOTE: November 3 11:59 PM: paper due. Upload on Webcourses as a pdf or docx file.

Globalization as Americanization?

Nye, Joseph. “Globalization and American Power.” Available at:
https://www.theglobalist.com/globalization-and-american-power

Watson, James L. “McDonald’s in Hong Kong.” Ch. 13 in Lechner & Boli, pp. 112-120.

Yates, Joshua J. “American Evangelicals: The Overlooked Globalizers and Their Unintended Gospel of Modernity.” Ch. 55 in Lechner & Boli, pp. 437-442.

Tyrrell, Heather. “Bollywood versus Hollywood: Battle of the Dream Factories.” Ch. 50 in Lechner & Boli, pp. 397-404.

Cowen, Tyler. “Why Hollywood Rules the World, and Whether We Should Care.” Ch. 51 in Lechner & Boli, pp. 405-411.

Identity and a Backlash to Globalization?

Huntington, Samuel P. “The Clash of Civilizations?” Ch. 4 in Lechner & Boli, pp. 32-39.

Roy, Olivier. “Globalized Islam: The Search for a New Ummah.” Ch. 53 in Lechner & Boli, pp. 423-428.

Lechner, Frank J. “Religious Rejections of Globalization.” Ch. 57 in Lechner & Boli, pp. 449-455.

Fox, Jonathan. “A world survey of secular-religious competition: state religious policy from 1990 to 2014.” Available at: https://www.tandfonline.com/doi/full/10.1080/09637494.2018.1532750

Quiz 5 open: November 1-7

Note: this module does not have a discussion post. Students can use the extra time to work on their paper.

November 8-December 6: Module 6: Nation State, Diasporas, Environmental Issues

Globalization and the Nation-State

Strange, Susan. "The Declining Authority of States" Ch. 28 in Lechner & Boli, pp. 224-230.

Rodrik, Dani. "Has Globalization Gone Too Far?" Ch. 30 in Lechner & Boli, pp. 237-243.

Glenn, John. "Welfare Spending in an Era of Globalization: The North—South Divide." Available at: https://journals.sagepub.com/doi/10.1177/0047117808100608

Wolf, Martin. "Will the Nation-State Survive Globalization?" Available: https://www.jstor.org/stable/20050051

Diaspora Politics

Mirilovic, Nikola. "Regime type, international migration, and the politics of dual citizenship toleration" Available at: https://journals.sagepub.com/doi/10.1177/0192512114535451

Kirk, Jason. "Indian-Americans and the U.S.–India Nuclear Agreement." Available at: https://www.jstor.org/stable/24907304

Levitt, Peggy. "The Transnational Villagers." Ch. 14 in Lechner & Boli, pp. 121-128.

Environmental Issues

Pachauri, Rajendra K. Speech of the IPCC Chairman, Rajendra K. Pachauri, at the opening session of the World Economic Forum, Davos, Switzerland. Ch. 69 in Lechner & Boli, pp. 539-542.

Shiva, Vandana. "Ecological Balance in an Era of Globalization." Ch. 74 in Lechner & Boli, pp. 573-581.

Keck, Margaret E. and Kathryn Sikkink. "Environmental Advocacy Networks." Ch. 65 in Lechner & Boli, pp. 510-518.

Deadline to submit the discussion post: November 29; Deadline to submit the response to another student's discussion post: December 6

Quiz 6 open: November 29-December 6

Note: November 25-26: Thanksgiving (no UCF classes or office hours)

Note: This syllabus is subject to change at the instructor's discretion if necessary. Changes to the syllabus, if any, will be announced in class and the updated syllabus will be posted at Webcourses.