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 originally, 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: Dr. Michael Mousseau. **Learn How I Travel Through Time and Space!**

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

Communications: Email me at **Michael.Mousseau@ucf.edu.** I normally respond within 24 hours. Please communicate from your UCF knights email account. For any questions that are relevant for the whole class, I encourage using the **Course Discussion Page**.

Office Hours: Office hours are on line and open-ended. Appointments available on Zoom upon request.

Graduate Teaching Assistant: TBA.

Books to Purchase or Rent. I try to select books that are affordable, informative, and easy to read. The 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).

- Paul Collier, *Wars, Guns, and Votes: Democracy in Dangerous Places* (2010, HarperCollins).

If you are low-income, first-generation, or underrepresented student considering a graduate education leading to a Ph.D, there are opportunities for you! Click here!

Academic Activity Quiz to be completed by 11:59pm the first Friday after the course begins.

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

Evaluation

Discussions are open for a week and always close on a Tuesday (at 11:59pm); and the paper is due on Tuesday. So just remember **Tuesdays!**

8 Discussions (7% each)

Your discussion participation is the heart of this course, so prepare well. You are graded in two parts: your response to the discussion prompt (5 points), and your responses to other student entrees (2 points). For each discussion you have an entire week to prepare your response to the prompt and then participate by responding to other students. See Appendix A below for specific instructions and tips regarding discussion participations.

Course Paper (20%)

Pick a topic addressed in this course that interests you. Develop a research question that remains unanswered from course materials and explore it further; or develop your own thesis and investigate the level of support for it in the literature. Either way, research is needed. Your options are wide—you can do whatever interests you—as long as your topic is centered on a prominent issue that is from this course (and your topic must be about global politics, not, for example, U.S. domestic politics). If you have doubt about your topic, contact me! Expected length is 2,000 (minimum) to 3,000 words (maximum). See Appendix A below for specific instructions and paper writing tips.

Final Exam (24%)

The final exam will have one or two broad opened-ended thought questions, which you will have one hour to answer. The purpose of the exam is to encourage original and creative writing that shows mastery of the material of Module 1. Every student will conduct the exam individually, as the emphasis in grading will be given to originality.

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: Since discussions are open for a whole week there is no excuse for missing one, so late submissions are not allowed.

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: There is no curve; students are competing only with themselves.

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 guideLinks to an external site..

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=1813Links to an external site.. 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/Links to an external site..

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 (Links to an external site.)

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources comes from the Council of Writing Program Administrators <http://wpacouncil.org/node/9 (Links to an external site.)+> and has been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgradeLinks to an external site..

For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/Links to an external site..

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. 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 enrolled students about a particular subject. Recording class 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, private conversations between students in the class or between a student and the faculty member, and invited guest speakers 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. 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 ServicesLinks to an external site. (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.htmlLinks to an external site..
- 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.htmlLinks to an external site. (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.eduLinks to an external site. and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (You CAN Survive an Active Shooter (Links to an external site.)) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students. If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Appendix A: Discussions

Unless I change it, the discussion prompt every week is the same: 'What do you think is the most interesting aspect of the materials assigned for this discussion, and why?' Your grade is not assessed according to facts expressed, but according to the extent it appears you are familiar with the materials and thought deeply about them. So do not try to cram a bunch of facts from the materials into your post—any computer can do that. Instead, identify what you think is most interesting—and thus likely new to you—and write about what it means and why you think it matters. You can identify controversies, share what you previously thought that is challenged by course materials, or challenge course materials—whatever expresses your own journey and also communicates that you have digested the materials and thought deeply about them.

- Maximum 500 words (so choose your words carefully!)
- You cannot see other students' submissions until you have submitted your response to the prompt.

Your responses to other entries are graded mostly on the extent at which you *use course materials* to build on, or gently push back against, other student entries. Originally is very important: if a point made was already made by another student in the discussion, then it cannot be credited as contributing to the discussion. Course materials for each module includes materials from prior modules.

- Maximum 100 words for each response (so choose your words carefully!)

- Minimum responses: 1 (there is no maximum, but no more than three are expected)

Guidelines & Tips

1. As a tip, when I am reading or watching material I always pause after each section (or subsection) and summarize its main points (and note page numbers of key assertions). I organize my notes using the exact headings of the materials given (e.g., chapters, primary section, secondary section, and so on). Keep your notes handy when constructing your responses—and later at the final exam.
2. Please 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.
3. Always have course content. An entree that is not at all from course material cannot be credited as contributing to the discussion.
4. Don't wait! Anyone who waits until that last minute to submit their Discussion Prompts will not have time to read other entries and respond to them. Without discussion responses the maximum points possible is 5, for a grade of 71 for the discussion.
5. Citing course materials. Whenever you refer to a *specific* passage in the course materials and it is a potentially controversial claim, you should cite the material in standard format (see proper citation in Course Paper page). For video presentations, cite the minute (e.g., Module 1, Part 2, minutes 8-9).
6. Sources. Whenever a statement of fact is asserted that challenges a statement of fact expressed in the course materials or otherwise matters in a discussion, the source of the statement of fact must be cited and its link provided (source information not included in the word count). Outside sources are usually not expected, however.
7. Use your own words. If a contribution is all lecture catch phrases it can be difficult to discern if the student grasps the material.
8. 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.

Appendix B: Course Paper

Feel free to use any of the following examples of prior paper topics in this course:

- Is globalization Americanization?
- Does the U.S. act imperial?

- Pick a case where the US has been accused of acting as an imperial power and explore it further to determine if the US actually acted in ways that meet one of the definitions of imperialism as defined in class.
- Do US cotton subsidies harm developing country cotton exporters?
- Does globalization mean free (unfettered) trade?
- Does the country lack an innovative export sector? Why?
- Does the country have a trading sector that might be affected by the internal politics of another country?
- Which system of government creates a more effective economy, democracy or autocracy?
- Does poverty cause conflict?
- Does globalization cause poverty in developing countries?
- Does globalization cause conflict in developing countries?
- Does ethnic diversity hinder economic growth?
- Does ethnic diversity cause conflict?
- What causes political extremism (or terrorism or anti-Americanism)?
- Does democracy cause development or does development cause democracy?
- Does ethnic diversity impede democracy?
- Does ethnic diversity cause conflict?
- Does ethnic diversity cause terrorism?
- Does ethnic diversity impede economic development?
- Does globalization cause poverty?
- Does democracy reduce the risk of war between countries?
- Does democracy reduce the risk of civil war?
- What causes coups?

Organize your paper as follows, using these primary headings:

1. Introduction

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) are noted here as first, second, etc.

2. The Issue

Summarize your issue as addressed in course materials. Be sure to cover everything related with your issue from class. Try to organize this section in a way that leads to a research question to explore, or your thesis to support. In the last paragraph of this section, identify (or repeat) your question or thesis.

3. Findings

In this section you report the results of your research. What do the academic studies say regarding your research question, or support for your thesis? You must have at least three academic citations; a good paper would have at least five. Academic citations include only citations to academic journals and books published by university presses (some other book presses are academic – you will have to ask me). Nothing else counts as academic, including encyclopedias, magazines, and newspapers, though these are fine as additional citations (for this assignment the assigned books for class do not count as academic citations in your paper). 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.

4. Conclusion

Repeat your question or thesis, and why it matters. Summarize what your paper has done and your findings. Suggest next steps forward. Try to end with a final sentence that poetically expresses the main point you want to express with your paper.

Assessment Rubric

1. Quality of research. Does paper appear written to fit the citations (bad), or does the cited research fit seamlessly with the research question or thesis (good)? Is there an adequate number of academic citations? 20%
2. Paper organization followed. 10%
3. Paper rules followed (see rules below). 5%
4. APA citation rules followed (see rules below). 5%
5. Grammar (sentence flow). 5%
6. Paragraph construction (see tips below). 5%
7. Introduction. 10%
8. Conclusion. 10%
9. Overall quality. 30%

Project Guidelines

1. Title page should contain the following information on separate lines: Title, author, date, and word count.
2. No abstract.
3. Please use sans-serif font, which is easier to read on a computer screen than serif font.
4. Original sources should be fully cited, not the library.
5. If you quote material, you must provide the page number (or numbers) in the citation. Example: (Mousseau 2006:74-75).

6. 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).
7. 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).
8. Wherever you quote an author you must provide the page number (or numbers) in the citation. Also do this whenever you refer to a specific passage in the publication rather than the general thesis of the publication. E.g.: (Mousseau 2006: 74-75). Follow APA citation procedures outlined below. This additionally means do not write phrases like, "in a article/book published by XXX press . . .".
9. For each reference in the bibliography, you should put the hyperlink to that citation, if possible. Original sources should be fully cited, not the library.
10. 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 . . .".

Tips for a Good Paper

1. 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.
2. 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.
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. 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.
8. Do not start a paper citing an encyclopedia to define a term. Just don't.
9. 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".
10. 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.

11. 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.
12. Once you think you have it right, do something else for few days. After that, at your next reading you may be amazed at how incomprehensible parts of your paper are. A good paper is re-drafted dozens of times, with some gaps in time between some drafts.
13. Make your paper look smart and clean:
    1. 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.
    2. If a section heading is aligned left, do not indent the first line of the first paragraph of the section.
    3. Do not put extra space between paragraphs: there is no reason for it with indenting.
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/Links to an external site.Links to an external site.Links to an external site.

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, 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.

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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).

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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)

Appendix C. Final Exam Rules & Tips

The final exam will have one or two broad opened-ended thought questions, which you will have one hour to answer. The purpose of the exam is to encourage original and creative writing that shows mastery of the material of Module 1. Every student will conduct the exam individually, as the emphasis in grading will be given to originality. (As a side note, Turnitin is on and plagiarism will be checked.)

- Question style. The final exam will have one or two broad opened-ended thought questions on Module 1, which you will have one hour to answer. For example: "Drawing on course video lectures, what are the origins of the modern world?" Expected length: 500 to 1000 (maximum) words for all questions.
- 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 Module 1 lectures and show that you have digested the material. 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.

Rules & Tips

1. Do not draw on anything but course material and common sense.

2. Wherever you refer to a *specific* passage in the course videos, cite the minute (e.g., Module 1, Part 2, minutes 8-9).
3. Do not include a bibliography or enter links.
4. Write clearly. It is often a good idea to provide examples or apply analogies, or refer to specific events to illustrate your point.
5. 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.
6. 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.