INR 4603.0W60

INTERNATIONAL RELATIONS THEORY

SCHOOL OF POLITICS, SECURITY, AND INTERNATIONAL AFFAIRS
UNIVERSITY OF CENTRAL FLORIDA
FALL 2021

INSTRUCTOR AND COURSE INFORMATION

Instructor	Jennifer L. Hudson
E-mail	Jennifer.Hudson@ucf.edu *Please use Webcourses messaging*
Office Hours	Online by appointment via ZOOM
Credit Hours	3 credit hours
Class Modality	W (Web only)
Semester Dates	8/23/2021 – 12/112021

UCF COURSE DESCRIPTION:

Theoretical trends prevalent in the study of international relations, including realism, liberalism, Marxism, feminism, and post-modernism.

This course examines the origins and central tenets of the major theoretical perspectives in the study of international relations. It aims to help students understand the strengths and weaknesses of these theoretical perspectives. It also helps them to improve their skills in the realm of critical thinking and written communication.

COURSE OVERVIEW

This is an advanced IR theory course. The main objectives are: to help students understand more extensively the origins and central tenets of the major theoretical perspectives and interpretive understandings in the study of international relations; to help students understand and analyze the strengths and weaknesses of each of these theoretical perspectives; and to help students to develop their skills in the realm of critical thinking and written communication.

Prerequisites: INR 2002 or POS 2041 or consent of the instructor, but INR 2002 is strongly encouraged to be taken first even if you have completed POS 2041.

STUDENT LEARNING OUTCOMES

After this course, students should be able to read and think critically about major international issues in international relations. They should know how to link important international issues with core international relations theories. They should listen and be able to think critically about international issues and discuss them in online discussions and apply these theories to analyze major international issues. By the end of the course, students should improve their academic skills: critically read, think and communicate analytically.

COURSE MATERIALS AND RESOURCES

REQUIRED TEXTBOOK: *International Relations Theory* by Mark V. Kauppi and Paul R. Viotti (6th edition). All other assigned readings can be found in Webcourses.

OTHER REQUIRED MATERIALS:
In addition to the textbook and other assigned readings:

- Students are expected to keep up to date with current international events via your preferred mainstream news outlet. Online discussions will require you to not only demonstrate knowledge of the course material, but also to think critically about what you have learned and *apply* what you have learned in the course to current events. This requires reading the textbook and staying up to date on the news on a weekly basis. Some suggested options are provided in Webcourses under the Resources page.

IMPORTANT NOTE: As of Fall 2014, all faculty members are required by UCF to document students' academic activity at the beginning of each course. In order to document that you began this course, you should complete a graded syllabus quiz that is due by 11:59 PM on Friday, January 15th or as soon as possible for those who add the course late. Failure to do so will result in a delay in the disbursement of any financial aid (this is a UCF policy and beyond my control). To do this task, log onto Webcourses@UCF, then access the course by selecting it in the "Courses" on the left side of the dashboard. From the course homepage, click on the Assignments tab to left, then click on Syllabus quiz, complete the quiz and submit.

COURSE SCHEDULE

WEEK 1 (8/23/2021-8/29/2021): INTRODUCTION TO IR THEORY

- Course Overview and Instructor Introduction
- Read: Ch. 1 in *International Relations Theory* (IRT)
- Complete ***Introductory assignments***:
    - Take **Syllabus Quiz (Academic activity assignment):** *available in Webcourses* until Friday, August 27, 2021 (closes at 5:00 PM)
    - Complete **Course Introductions:** *available in Webcourses* until Sunday, 8/29/2021 (closes at 11:59 PM).
    - Complete **Plagiarism Assignment and Quiz:** *available in Webcourses* until Sunday, 8/29/2021 (closes at 11:59 PM).
- Review: World News Section of your preferred news source (Continue every week)
- *Note:* **Drop/Swap deadline is Friday 8/27/2021 @ 11:59 PM**

WEEK 2 (8/30/2021-9/5/2021): WHAT IS THEORY AND WHY DOES IT MATTER IN IR?

- Read (both required):
    - Walt, Stephen. 1998. "One World, Many Theories." *Foreign Policy* 110: 29-32; 34-46.
    - Walker, Thomas C. 2010. "The Perils of Paradigm Mentalities: Revisiting Kuhn, Lakatos, and Popper." *Perspectives on Politics* 8(2): 433–51

- Complete **Discussion 1**: *initial post due* **Friday (9/3/2021) @ 11:59 PM**; *follow-up posts* due **Sunday (9/5/2021) @ 11:59 PM**

WEEK 3 (9/6/2021-9/12/2021): THE REALIST PERSPECTIVE

- Read: Ch. 2 in *IRT*
- Take **Quiz 1**: *available in Webcourses* from **Thursday - Sunday (9/9/2021 – 9/12/2021) *closes at 11:59 PM***

WEEK 4 (9/13/2021-9/19/2021): ANALYZING THE POWER OF THE REALIST PERSPECTIVE

- Read (select option 1 or 2):
  - *Option 1:* Waltz, Kenneth. 1979. "Political Structures." In *Theory of International Politics.* IL: Waveland Press, Ch. 5: pp. 79-101; Waltz, Kenneth. 1996. "International Politics is Not Foreign Policy." *Security Studies* 6(1): 54-57.
  - *Option 2:* Waltz, Kenneth. 2000. "Structural Realism After the Cold War." *25*(1): 5-41.
  - *For further reading at your discretion:*
    - *Option 1*: Wolfers, Arnold. 1962. "The Actors in International Relations." In *Discord and collaboration: essays on international politics*. Johns Hopkins University Press, Ch. 1: 1-24; Finel, Bernard I. 2001. "Black box or pandora's box: State level variables and progressivity in realist research programs." *Security Studies* 11(2): 187-227.
    - *Option 2:* Grieco, Joseph M. "Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism." *International organization 42*(3): 485-507; Mearsheimer, John J. 1994. "The false promise of international institutions." *International Security* 19(3): 5-49.
- Complete **Discussion 2:** *initial post due* **Friday (9/17/2021) @ 11:59 PM**; *follow-up posts* due **Sunday (9/19/2021) @ 11:59 PM**

WEEK 5 (9/20/2021-9/26/2021): THE LIBERAL PERSPECTIVE

- Read: Ch. 3 in *IRT*
- Take **Quiz 2:** *available in Webcourses* from **Thursday – Sunday (9/23/2021 – 9/26/2021) *closes at 11:59 PM***

WEEK 6 (9/27/2021-10/3/2021): ANALYZING THE POWER OF THE LIBERAL PERSPECTIVE

- Read (select option 1 or 2):
  - *Option 1:* Moravcsik, Andrew. 1996. "Taking preferences seriously: A liberal theory of international politics." *International organization* 51(4): 513-553.
  - *Option 2:* Keohane, Robert O., and Lisa L. Martin. 1995. "The promise of institutionalist theory." *International security* 20(1); Oneal, John R., and Bruce M. Russet. 1997. "The classical liberals were right: Democracy, interdependence, and conflict, 1950–1985." *International studies quarterly* 41(2): 267-293.
  - *For further reading at your discretion:*
    - *Option 1:* Fearon, James D. 1998. "Domestic Politics, Foreign Policy, and Theories of International Relations." *Annual Review of Political Science* 1(1): 289-313; Putnam, Robert D. 2019. "Two-level games: The impact of domestic politics on transatlantic bargaining." In *America and Europe in an Era of Change*, Routledge; Hermann,

Margaret G., and Charles F. Hermann. 1989. "Who makes foreign policy decisions and how: An empirical inquiry." *International Studies Quarterly* 33(4): 361-387.

- *Option 2:* Axelrod, Robert. "The emergence of cooperation among egoists." *American political science review* 75, no. 2 (1981): 306-318; Axelrod, Robert, and Robert O. Keohane. 2018. "Achieving cooperation under anarchy: Strategies and institutions." In *Cooperation under Anarchy*, Princeton University Press, pp. 226-260.

- Complete **Discussion 3:** *initial post due* **Friday (10/1/2021) @ 11:59 PM**; *follow-up post* due **Sunday (10/3/2021) @ 11:59 PM**

WEEK 7 (10/4/2021-10/10/2021): ECONOMIC STRUCTURALISM

- Read Ch. 4 in *IRT*
- Take **Quiz 3:** *available in Webcourses* from **Thursday – Sunday (10/7/2021 – 10/10/2021) *closes at 11:59 PM***

WEEK 8 (10/11/2021-10/17/2021): ANALYZING THE POWER OF ECONOMIC STRUCTURALISM

- Read (select option 1 or 2):
  - *Option 1:* Wallerstein, Immanuel. 1974. "The Rise and Future Demise of the World Capitalist System," *Comparative Studies in Society and History* 16(4): 387–415.
  - *Option 2:* Bush, Barbara. 2006. "Postcolonial perspectives: imperialism or globalization?" In *Imperialism and Postcolonialism*. London: Routledge, Ch. 6: 187-215.
  - *For further reading at your discretion:*
    - *Option 1:* Galtung, Johann. 1971. "A Structural Theory of Imperialism." *Journal of Peace Research* 8(2): 81–117*;* Caporaso, James. "Dependence, Dependency, and Power in the Global System: A Structural and Behavioral Analysis." *International Organization* 32(1): 13–44.
    - *Option 2:* Swati Parashar & Michael Schulz. 2021. "*Colonial legacies, postcolonial 'selfhood' and the (un)doing of Africa." Third World Quarterly* 42(5): 867-881.
    - *Additional:* Wolfe, Patrick. "History and imperialism: a century of theory, from Marx to postcolonialism." *The American Historical Review* 102(2): 388-420.
- Complete **Discussion 4**: *initial post due* **Friday (10/15/2021) @ 11:59 PM**; *follow-up posts* due **Sunday (10/17/2021) @ 11:59 PM**

WEEK 9 (10/18/2021-10/24/2021): EXAM 1

- Review material from Weeks 1-8 (see details in *Webcourses*)
- Take **Exam 1:** *available in Webcourses* from **Thursday – Sunday (10/21/2021 – 10/24/2021) *closes at 11:59 PM***

WEEK 10 (10/25/2021-10/31/2021): CONSTRUCTIVIST UNDERSTANDINGS

- Read Ch. 6 in *IRT*
- Take **Quiz 4:** *available in Webcourses* from **Thursday-Sunday (10/28/2021– 10/31/2021) *closes at 11:59 PM***
- *Note:* WITHDRAWAL DEADLINE is Friday 10/29/2021 @ 11:59 PM

WEEK 11 (11/1/2021-11/7/2021): ANALYZING THE POWER OF CONSTRUCTIVIST UNDERSTANDINGS

- Read (Main article, then select option 1 or 2):
  - *Main article (required):* Hopf, Ted. 1998. "The promise of constructivism in international relations theory." *International security* 23(1): 171-200.
  - *Option 1:* Sterling-Folker, Jennifer. "Competing paradigms or birds of a feather? Constructivism and neoliberal institutionalism compared." *International Studies Quarterly* 44(1): 97-116.
  - *Option 2:* Wendt, Alexander. 1995. "Constructing International Politics." *International Security* 20(1): 71-81; Mattern, Janice Bially. 2004. "Power in realist-constructivist research." *International Studies Review* 6(2): 343-346; Barkin, J. Samuel. 2004. "Realist constructivism and realist-constructivisms." *International Studies Review* 6(2): 348-352.
  - *For further reading at your discretion:*
    - Wendt, Alexander. 1992. "Anarchy is what states make of it: the social construction of power politics." *International organization* 46(2): 391-425.
    - Barkin, J. Samuel. 2003. "Realist constructivism." *International Studies Review* 5(3): 325-342.
- Complete Discussion 5: *initial post due* Friday (11/5/2021) @ 11:59 PM; *follow-up posts* due Sunday (11/7/2021) @ 11:59 PM

WEEK 12 (11/8/2021-11/14/2021): POSITIVISM, CRITICAL THEORY, POST-MODERNISM, & FEMINISM

- Read Ch. 7 & 8 in *IRT*
- Take Quiz 5: *available in Webcourses* from Thursday-Sunday (11/11/2021– 11/14/2021) *closes at 11:59 PM*

WEEK 13 (11/15/2021-11/21/2021): ANALYZING THE POWER OF CRITICAL THEORY, POST-MODERNISM, & FEMINISM

- Read (select option 1 or 2):
  - *Option 1:* Hoffman Mark. 1987. "Critical Theory and the Inter-paradigm Debate." *Millennium* 16(2): 231-250; Smith, Steve. "Epistemology, Postmodernism and International Relations Theory: A Reply to Østerud." Journal of Peace Research 34 (1997): 330–36; Patrascu, Ecaterina, and Zahoor Ahmad Wani. 2015. "Discourse of critical theory in the context of international relations." In *International Conference RCIC* 15: 1-8.
  - *Option 2:* Tickner, J. Ann. 1997. "You just don't understand: troubled engagements between feminists and IR theorists." *International Studies Quarterly* 41(4): 611-632; Tickner, J. Ann. 1988. "Hans Morgenthau's principles of political realism: A feminist reformulation." *Millennium* 17(3): 429-440.
  - *For further reading at your discretion:*
    - *Option 1:* Anievas, Alexander. 2005. "Critical Dialogues: Habernasian Social Theory and International Relations." *Politics* 25(3): 135–43; Payne, Rodger A. 2007. "Neorealists as Critical Theorists." *Perspectives on Politics* 5(3): 503–14; Sørensen G. Sørensen, G. 1991. "A Revised Paradigm for International Relations: The "Old" Images and the Postmodernist Challenge." *Cooperation and Conflict* 26(2): 85-116.

    - *Option 2:* Murphy, Craig N. 1996. "Seeing women, recognizing gender, recasting international relations." *International organization* 50 (3): 513-538; Keohane, Robert O. 1998. "Beyond dichotomy: Conversations between international relations and feminist theory." International Studies Quarterly 42(1): 193-197.
- Complete **Discussion 6:** *initial post due* **Friday (11/19/2021) @ 11:59 PM**; *follow-up posts* due **Sunday (11/21/2021) @ 11:59 PM**
- EXTRA CREDIT QUIZ: *available in Webcourses* from **Thursday – Saturday** (11/18/2021-11/21/2021) ***closes at 11:59 PM***

WEEK 14 (11/22/2021-11/28/2021): THANKSGIVING BREAK
- *No assignments – HAPPY THANKSGIVING*!

WEEK 15 (11/29/2021-12/5/2021): NORMATIVE IR THEORY
- Read Ch. 9 in *IRT*; Review sections on "Positivism, Causality, Cause-Effect Relations" in Ch. 7 (pp. 170-6).
- Complete **Discussion 7:** *initial post due* **Friday (12/3/2021) @ 11:59 PM**; *follow-up posts* due **Sunday (12/5/2021) @ 11:59 PM**

WEEK 16 (12/6/2021-12/11/2021): Final Exam Period
- **EXAM 2:** *available in Webcourses* from **Tuesday – Friday (**12/7/2021-12/10/2021**) *closes at 11:59 PM***

ASSESSMENT AND GRADING PROCEDURES

GRADING FORMULA

Introductory Assignments	5%
Discussions	45%
Quizzes	20%
Exam 1	15%
Exam 2	15%

1. INTRODUCTORY ASSIGNMENTS (5%):

The introductory assignments in week 1 constitute an opportunity to familiarize yourself with the course and meet your classmates. This offers an easy way to earn 5 points towards your final grade.

2. DISCUSSIONS (45%):

You must complete Discussions 1 through 7; the lowest grade will be dropped (this does not apply if a discussion assignment is skipped altogether). Being engaged with the material is an important component of this class and will help you succeed. The discussions are a major component of applying the varying theoretical perspectives to current events in order to more

critically assess the strengths and weaknesses of each. Additionally, it is important to have discussions to help fully grasp the material and so key points are not overlooked. Discussion posting guidelines and expectations will be provided in Webcourses. You are required to complete one initial post (due Fridays @ 11:59 PM) and two follow-up (reply) posts to your classmates' posts (due Sundays @ 11:59 PM). There are two due dates for each week in order to facilitate a vibrant and engaging discussion and to avoid last minute posts. The due dates are specified above in the syllabus and in Webcourses. Expectations and guidelines are in Webcourses. ***In total*, *the discussions count for 45% of the overall course grade***.

3. QUIZZES (20%):

You must complete Quizzes 1 through 5. The quizzes are comprised of multiple choice, true/false, and multiple answers. ***The quizzes will be available from Thursday until Sunday (from 12:01 AM Thursday to 11:59 PM on Sunday).*** This flexible time frame will give you enough time to take the quiz if you have any other engagement with some other course. However, you will have just one chance to finish the quiz after you start. If you have any trouble in accessing the quiz or if there are problems with the internet, kindly contact me via Webcourses. ***In total, the quizzes count for 20% of your final grade.***

4. EXAMS (30%):

There will be two exams. Exam 1 covers weeks 1 through 8. Exam 2 covers weeks 9 through 15. The exams are a combination of multiple choice, true/false, and short answer/short essay format questions. Questions will cover material from the online modules and IRT textbook readings. ***The exams will be available from Thursday until Sunday (from 12:01 AM Thursday to 11:59 PM on Sunday).*** This flexible time frame will give you enough time to take the exam if you have any other engagement with some other course. However, you will have just one chance to finish the exam after you start. If you have any trouble in accessing the exam or if there are problems with the internet, kindly contact me. ***Each Exam counts for 15% of your final grade.***

5. EXTRA CREDIT (5%):

EXTRA CREDIT QUIZ: An optional quiz is available during week 13. This quiz covers **Chapter 5: The English School** in IRT.

OTHER: Potential opportunities for extra credit may be provided directly on the exams (i.e., extra credit questions) or other opportunities throughout the semester to add points to your exam. You will learn about these via "Announcements."

EVALUATION AND GRADING

The grading scale for this course is here.

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

*Grades are rounded off for the final grade (i.e., a total grade percentage of 89.5% will be rounded to 90%, in this case a letter grade of A-).

MISSED/LATE ASSIGNMENTS:

- ***Discussions:*** Discussions have two due dates. Late **initial posts** will incur a *10% penalty per day*. **Your reply post** *may not be submitted after the discussion closes*. For a missed discussion and late submission request without penalty, I will require a note: this includes cases of illness, extra ordinary circumstances, serving active military duty, or if you are representing UCF in authorized university related events, for which you will be excused. All other cases will be reviewed at my discretion.

- ***Quizzes/Exams:*** Quizzes and Exams are open 4 days and as such cannot be taken late. In cases of illness, extra ordinary circumstances, serving active military duty, or if you are representing UCF in authorized university related events, you will be excused for missing the quiz or exam and an opportunity will be provided to take the missed quiz or exam, provided acceptable documentation is given to the teacher. If missing a quiz or exam due to illness, an alternate date can be arranged, provided a doctor's note is given. If possible, you should notify me at least 1 week in advance in the case of excused circumstances, or in the case of unexpected emergencies/illness within 48 hours after the quiz or exam closes (or by end of day, 11:59 PM, Tuesday) about the reason for missing the assignment.

EMAIL PROTOCOLS

Please use ***Webcourses messaging*** to contact me. You can expect a response generally within 24 hours. Note that if you email me last minute before an assignment is due, I may not be able to help in time, so please give me sufficient time to respond. To facilitate conducting business via web

courses, please be sure to write your messages professionally and include all relevant information. Please assume that your instructor only checks and answers to e-mails during regular business hours, which is Monday through Friday from 9 AM to 6 PM.

ANNOUNCEMENTS AND UPDATES

All students are responsible to follow my **announcements** on Webcourses that will keep them updated about the course. All email notifications should be turned on.

CORE POLICIES

Academic Integrity Statement

You should be aware that the university has zero tolerance policy for plagiarism or unseemly conduct such as cheating or helping someone to cheat or being complicit in cheating. Students should familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf.

UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. **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.

Accessibility Access

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. *Note:* the syllabus can be made available in alternate formats upon request.

Accommodations for Active Duty Military Students

For students who may have to perform active military duty, kindly contact me earlier so that we can work out flexible submission deadlines, which may suit your work schedule for quizzes, final exam, and final paper. Also, let me know if you might miss assignments for active duty deployment.

Religious Observances

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

Diversity and Inclusion

I adhere to and fully support the University of Central Florida's position on diversity and inclusion. The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

Title IX - No Discrimination Policy

Title IX is a federal law that prohibits discrimination based on the sex (gender) of Employees and students of educational institutions that receive federal financial assistance. Title IX's prohibition of sex discrimination includes prohibition of sexual harassment and sexual violence. UCF does not tolerate sex discrimination, sexual harassment or sexual violence of any kind. This prohibition is further explained in the University's Prohibition of Discrimination, Harassment and Related Interpersonal Violence. Any student, faculty, or staff member with questions or concerns about the applicable University policies or who believes that he or she has been the victim of sex discrimination, sexual harassment, or sexual violence is encouraged to contact the. University's Title IX Coordinator and visit the Let's Be Clear website.

Course Support

You may contact me via Webcourses to arrange a ZOOM appointment to discuss any issues or concerns. Please be sure to access them giving sufficient time for issues to arise. Additionally, there are resources available on campus to help you succeed. You can reach out to the **Student Academic Resource Center (SARC)** to improve your studying skills. Their phone number is 407-823-5130 and they have a virtual front desk from 9 AM – 5 PM available via Zoom (see here for more information: https://academicsuccess.ucf.edu/sarc/).

University Writing Center

Contact info: 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. Please contact the UWC regarding *online writing consultations*.

UCF Counseling Center (Building #27/ (407) 823-2811) Students experiencing challenges, including, but by no means limited to stress, anxiety, or depression, that are hindering their ability to be the best they can be should contact this office for help. There is absolutely no shame in getting help so that you can attempt to live up to your true potential. Due to the need for social distancing, CAPS is not offering in person counseling currently. CAPS is now offering phone or online video-conferencing appointments. Please call CAPS at 407-823-2811 to schedule an appointment. Pleases see here for more information: https://caps.sdes.ucf.edu.

Viruses

A virus can spell disaster. It is important to use a reputable anti-virus program (good ones include McAfee or Norton). Also, back up your files: Hard drives do crash and it is really inconvenient when they do. However, this is not a valid excuse for failing to get your work in on time.

IMPORTANT STATEMENT REGARDING COVID-19

Please stay up to date on the current situation regarding COVID-19 provided by the university by reviewing announcements via your Knights email account and https://www.ucf.edu/coronavirus/.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

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

In Case of Faculty Illness

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

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