# INR4008-21Summer DW60

**Announcements from the School of Politics, Security & International Affairs:**

# 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 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:** Michael Mousseau.

**Communications:** Email me at Michael.Mousseau@ucf.edu. I normally respond within 24 hours - if I haven't then for some reason I did not get your message and you should try again. Please communicate from your UCF knights email account, as I cannot reply to other accounts (such as Gmail, Hotmail, Yahoo, etc.).

**Graduate Teaching Assistant:** Bailey Sellers, email: bailey.sellers@ucf.edu.

**Books to Purchase or Rent.** I try to select books that are affordable, informative, and easy to read. Make sure to obtain the **correct editions**. The three 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).
- Joseph E. Stiglitz, *Making Globalization Work* (2006/07 by W. W. Norton Company).

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

**Learn How I Travel Through Time and Space**

**Evaluation.** I structure this course to make it easy for students to manage, with zero make-work and simple organization: all quizzes are always due on a Tuesday (and the essay exam). All discussions always end on a Friday.

**Essay Exam (30%, May 25)**

**7 Multiple Choice Quizzes (28% / 4% each)**

**8 Discussions (21% / 3% each)**

**1 Course Paper (21%)**

**Course Discussion Page**

**How to Get an A in This Class**

**Academic Engagement: Join First Discussion by Friday May 21 11:59pm**

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

## Essay Exam

There is one big essay exam to be taken early in the course (see date in syllabus). All you need to do to prepare for this exam is watch the video presentations for weeks 1 & 2. Pay close attention and take careful notes. The content of Module 1 is important: it sets the context for the rest of the semester. Its content is also unavailable anywhere else, so taking the exam without knowing the lectures is a guaranteed fail. Prepare well!

- **Question style**. The essay-exam will have one or two broad opened-ended thought questions, which you will have one hour to answer. Example: "Drawing on course video lectures, what are the origins of the modern world?" Expected length: 500 to 1000 words (using the font rule 6 below, this is about 2 to 4 pages).
- **Assessment**. There is no single "correct" answer. I read each essay carefully to assess if the student is familiar with the material and understands the important issues related with the question. To do well, you must express depth of knowledge of the lectures and show that you have digested the material and grew from this course!
- **How to prepare**. Take notes by hand as you watch the presentations, not of details but the larger themes. To decide what to include, follow this rule: what in the lecture

enhances your understanding of the world and might be remembered long after this course is over? After each lecture section, stop and summarize what has been covered and think about it. What does it mean toward understanding the world? When taking the exams, have your outlines and notes readily accessible in front of you.

Do not memorize the material. You can memorize 3 + 4 = 7, but it is a lot easier to understand the basic rules and logic of addition; then you can add anything. The same goes for understanding politics: seek to grasp the basic insights of each section and subsection of the materials; then you can think through anything. Also, I will not ask details that have no larger logic in the course content. I do not care which date the Treaty of Westphalia was signed, but I do care what may have motivated the participants to sign this treaty. The essays are open-book, so you can always check your materials for details if you want them.

- **For help in preparing for the essay exam**, I will send a practice essay two days before the real essay exam. Taking the practice is optional: I offer it to help everyone know what to expect. These are not submitted to me. Instead, on the day before the essay I will express the main contents I would expect of the practice essay answers. This way everyone can assess how well they would have done, and be better equipped for preparing for the real essay. We can also discuss good and bad answers on the practice exam on the course discussion page.
- **Follow the rules** below.
- **Ask questions**. Use the course discussion page or email me directly for any questions you have. Discussion is preferred if you have the kind of question that others might have as well.
- **When to take.** The exam will be open from 00:01 AM to 11:59 PM on the day it is due. Remember you will have only one hour, once you open the exam, to finish it.

## Exam Rules

1. 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.
2. Do not draw on anything but course material and common sense.
3. Do not cite materials from outside the course.
4. Wherever you refer to a *specific* passage in the course videos, cite the minute (e.g., Module 1, Part 2, minutes 8-9).
5. Do not include a bibliography.
6. Use 1.5 spaced, sans-serif 14-point font, with normal 1-inch margins (from edge of the page). This allows me to grade your papers and add comments within Webcourses.
7. Put your name on the first line, nothing else is needed.
8. In your answer, do not list anything we can already see in the videos. As mentioned above, to do well you must express depth of knowledge of the lectures, not show that you can copy-paste.
9. Do not enter links.
10. Turn your essay in using turnitin.com on Webcourses.

11. Do not discuss with your peers! Remember this is an exam, so I trust that students will not discuss materials after an exam has been opened (in the 24 hours before they are due). Note that discussion with your peers is a violation of the UCF Golden RulesLinks to an external site. and can lead to expulsion from the university. Any student that witnesses essay questions distributed in a Groupme chat or any similar setting is in violation of UCF Golden Rules unless they immediately report the incident to me. Remember also that with Turnitin, such violations are likely to be spotted.

**Essay Tips**

1. Attempting an essay without knowing the material is a guaranteed fail. This course offers new content not offered anywhere else.
2. Write clearly. It is often a good idea to provide examples or apply analogies, or refer to specific events to illustrate your point.
3. 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.
4. 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.
5. Carefully explain your reasoning.
6. If you are not sure of an answer but are aware of the material and have some idea, feel free to express that you are not sure, and what you are thinking and why. Sometimes there is no single right answer, and your expressions of awareness of the materials, and having thought about them, can help.

**WARNING: Turnitin**

While you submit your essays in the exam format, after your submission my research assistant processes all essays through turnitin.com. Turnitin.com is an automated system which allows us to compare each student's essay with all other essays, including essays from prior years of this class, as well as with billions of web sites. Accordingly, collusion among students in the essays will be flagged and offending students will face appropriate penalties.

## Reading/Presentation Quizzes

The quizzes usually consist of six multiple choice questions designed to test your retention of important points and themes in the readings and videos, not details. So, there is no need, and it is

probably not possible, to open your book or watch a video to look up answers during the quizzes. To discourage anyone from doing so, you will have less than two minutes on average for each question. So preparation is simple: know the assigned material, and have notes in front of you outlining the main points of each chapter/video, section, and sub-section.

As a hedge to make sure the quizzes are not too difficult, if the class average is below 83 I promise to curve up to maintain that average. Note that questions are randomly assigned, so a friend in the course will not have the same questions as you. Best to just read and know the material!

Once you start a quiz you will have only 10 minutes to answer the six questions. You can skip a question and go back to it if you like.

## Course Discussions

There are eight discussions over the semester, each devoted to a module reading assignment or set of video presentations. The (mostly) weekly discussions are opened on Wednesdays and close at 11:59pm on Fridays. All students are expected to post at least one discussion comment, or reply to a discussion comment of another student, in each discussion. There are no prompt questions: students can freely initiate topics or respond to their peers. Assessment is as follows:

- 90-100. Contributed very well, indicating a clear understanding of the materials and having thought deeply about them.
- 80-90. Contributed moderately, with indications of at least fair awareness of the material and perhaps having thought about it.
- 65-80. Contributed, but not much indication of awareness of the material and having thought about it.
- 0. No contribution made. This includes just giving one's opinion, or asserting agreement or disagreement with another post, without offering logic, facts, or reasoning of any kind.

To do well, a student must offer new content that could only come from the course materials not yet expressed in the chat, and which cannot have been obtained from reviews or summaries of the books on the web. Alas, you must read the books and watch the videos!

I think most comments should have far fewer than 250 words, but this is a guideline, not a rule. Assessment is about quality not quantity, so a real spot-on sentence can earn a top assessment..

In discussions, when referring to course materials you must identify them. This can be done by naming the particular chapter or video if you are referring to the general ideas or themes of the chapter or video. However, in most cases students are likely to be referring to specific passages within chapters or videos. In this case, the cited chapter or video must be accompanied with page

numbers or video minutes. Do this as follows: (Rivoli, chapter 3, pp. 26-27) or (Lecture, Module 1, Part 2, min. 3-5).

Outside sources are discouraged, but are acceptable for supporting any controversial claim. If an outside source is referenced, make sure to provide full citation information, or provide a link. Avoid citing questionable sources. Abide by reference rules mentioned in the Course Paper page.

I will monitor but not contribute to the discussions, though I may enter from time to time to assist in a question raised but unaddressed, or to steer discussion that may have gone off-track.

## Course Paper

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. For instance, you might wish to explore further Stiglitz' argument in his chapter on patent and copyright laws; or you might investigate the issue with a particular country. Or you might disagree with something in the lectures regarding the US role in globalization; or wish to investigate this issue further with a case study. 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. Expected length is 2,000 (minimum) to 3,000 words (maximum). 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?
- Is Stiglitz' greenbacks proposal a good idea?
- How can we stop moral hazard in global debt?
- How to strike the right balance in international treaties regarding property rights?
- What can be done to protect workers in developed countries?
- What can be done to protect workers in developing countries?
- How can we hold multinational corporations more accountable to developing countries?
- 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?

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. Some issues may have been raised in only one source (e.g., Rivoli and U.S. cotton), but many issues are addressed by multiple sources in this course (e.g., lectures, Stiglitz, and Collier all address sources of conflict, in various ways). 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. 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? 15%
2. Paper organization followed. 6%
3. Paper rules followed (see rules below). 6%

4. APA citation rules followed (see rules below). 6%
5. Grammar (sentence flow). 6%
6. Paragraph construction (see tips below). 6%
7. Introduction. 10%
8. Conclusion. 10%
9. Overall quality. 35%

## Paper Rules

1. Title page should contain the following information on separate lines: Title, author, date, and word count.
2. No abstract
3. Do not, under any circumstances, draw information from or cite Encyclopedia Britannica. I have discovered encyclopedia to have numerous errors and misrepresentations.
4. 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 citation. To cite course videos, cite the module, part, and minute. For instance: (Module 1, Part 2, minutes 8-9).
5. 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.
6. Original sources should be fully cited, not the library.
7. For each reference in the bibliography, you should put the hyperlink to that citation, if possible.
8. Use 1.5 spaced, 14-point, sans-serif font, with normal 1-inch margins. This allows me and my assistant to grade your papers and add comments in Canvas.
9. Number your pages.
10. Do not put extra space between paragraphs.
11. Make sure your paper looks nice and clean!
12. Turn in an electronic copy only, using the online procedures on the course Canvas page.

## General Tips for a Good Paper

1. 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.
2. Paragraphs over two-hundred and fifty words (excluding footnotes) are often too long.
3. Every factual claim that is not universally understood as true needs a citation to a source making the claim. If the claim is not the main point of the source cited, cite the page number in the source where the claim is made. If it is necessary to cite the same source twice in a row, the second citation can be simply "ibid." (see APA citation 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".

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. Write clearly what you intend to express: do not simply imply things and assume he 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 to interpret or guess at.
7. 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 . . .".
8. 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.
9. Do not start a paper citing an encyclopedia to define a term. Just don't.
10. Avoid rhetorical questions unless you answer them.
11. 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.
12. If a section heading is aligned left, do not indent the first line of the first paragraph of the section.
13. When wondering how to explain something, just do an outline as if you are explaining it in words. I find the result often makes the best way to structure a paragraph or section.
14. 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.
15. 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.

**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)

Points

21

Submitting

a file upload

| Due | For | Available from | Until |
|---|---|---|---|
| Jul 12 Jul 12 at 11:59pm | Everyone | May 17 at 1am May 17 at 1am | Jul 24 at 11:59pm Jul 24 at 11:59pm |

## How to Get an A in This Course

- I made this an easy course for students to manage, with zero make-work and simple organization:
    - The **weekly quizzes are always on a Tuesday (also the essay exam).**

    - The **last day for weekly discussions is always a Friday** (though discussions open on Wednesdays, and early contributions are encouraged). For modules 2 and 3, discussions always follow the quizzes, to promote higher quality discussions. This also allows anyone who may not have done well on the quiz to try to make up for it with discussion.
    - Because there is a course paper, **there is no final exam**.
- Beyond the quizzes and discussions in weeks 3-9, just remember to:
    - Prepare for the essay exam by taking the (optional) **practice essay exam.** It is best to complete all video lectures for Module 1 before taking the practice essay. After taking it, put all questions and thoughts about it in the course discussion page, and pay attention to this page. Of course, I can always take questions directly by email as well.
    - Take the **essay exam,** in week two in the course. Study hard for this exam - it is worth a lot of your grade!
    - Turn in the **final paper** due at the end of the course. It is not possible to get a respectable grade on this paper without reading the entirety of the instructions and writing tips on the course paper page, and abiding by them! Learning how to write a basic research paper is an essential part of a liberal arts degree--enjoy the learning and practicing!
- **Ask questions** when you have them! I really enjoy answering questions, really! Use course discussion, or if it is something not relevant for the whole class just email me.

## Module 1: Globalization and Americanization

# Assignments

### Watch Video Presentations

**Part 1 (65 min.)**

Play media comment.

**Part 2 (122 min.)**

Play media comment.

**Part 3 (29 min.)**

Play media comment.

**Part 4 (76 min.)**

Play media comment.

**Part 5 (68 min,)**

Play media comment.

**Part 6 (86 min.)**

Play media comment.

## Week 1 Discussion

****Note 1:** In video part 3 there is a skip in the discussion of the Atlantic Charter. My intention is to express that while the British first balked at accepting normal trade relations (most favored nation) for their Dominions and colonies, they did in fact commit themselves to accepting NTR in the Atlantic Charter.

****Note 2:** The U.S. favors the principle of "self-determination", meaning for all nations. "Self-determination" means self-governance: it does *not* mean democracy.

*If interested in exploring more on Globalization and Americanization:*

- Adam Watson, *The Evolution of International Society: A Comparative Historical Analysis* (London and New York, Routledge, 1992). Especially chapters 13 to 21 on the changes in Europe from the medieval period through the nineteenth century.
- Dean Acheson, *Present at the Creation: My Years in the State Department* (W.W. Norton & Co. 1987 [1969]). Memoir covers in detail the goals and perspectives of key US foreign policy decisions made at the start of the Cold War.
- Ed Conway. *The Summit Bretton Woods 1944: J. M. Keynes and the Reshaping of the Global Economy*. Pegasus Books. 2015. Narrative describes how the blueprint for the post-World War II economic order was drawn.
- Watch Human Population Growth Through the Ages (Links to an external site.)

**Please Note for all Presentations Through the Semester

1. They have audio content.
2. They are frequently misnamed and misnumbered, due to their original construction for prior courses. Just ignore these errors.
3. They may contain references, particularly at the start of the presentations, to organizational and other matters that do not pertain to our present organization, such as "weeks" rather than modules; or "starter quiz". Just ignore these.
4. For any additional problems viewing course content, inquire at Webcourses@UCF Support. Of course let me know if no problem is solved.

## Module 2: Globalization and Economy

- Watch video presentation on historical context of economic debates (42 min.)

Play media comment.

- Discussion of Rivoli, *Travels of a T-Shirt*, Prologue & Parts 1 & 2.
- Quiz on Rivoli, *Travels of a T-Shirt*, Parts 3 & 4, conclusion, and epilogue.
- Discussion of Rivoli, *Travels of a T-Shirt*, Parts 3 & 4, conclusion, and epilogue.
- Quiz on Stiglitz, *Making Globalization Work*, Chapters 1-5.
- Discussion of Stiglitz, *Making Globalization Work*, Chapters 1-5.
- Quiz on Stiglitz, *Making Globalization Work*, Chapters 6-10 & Afterword.
- Discussion of Stiglitz, *Making Globalization Work*, Chapters 6-10 & Afterword.

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

- Daniel Yergin, *The Quest: Energy, Security, and the Remaking of the Modern World* (Penguin Press, 2011). This bestselling book by Pulitzer- prize-winning author Daniel Yergin describes the development of the current energy system and the prospects for the future.
- "Vanishing Biodiversity", Global Issues edition 2013, chapter 16.
- Tavernise, "Tobacco Firms' Tactics Limit Tobacco Firms' Tactics Limit Poorer Nations' Smoking Laws download ," *New York Times*, December 13, 2013.
- Carrington, "Fossil Fuels Subsidised by $10m a Minute, says IMF,"*The Guardian*, May 18, 2015.
- Union of Concerned Scientists, "The Climate Deception Dossiers", July 14, 2015.
- Oreskes, "Exxon's Climate Concealment," *New York Times*, October 9, 2015.
- Holthaus, "Earth's Most Famous Climate Scientist Issues Bombshell Sea Level Warning," *The Slatest,* July 20, 2015.
- Biggers, "Cities and States Lead on Climate Change," *New York Times*, November 30, 2016.

## Module 3: Globalization and Security

# Assignments

### Watch video presentations

**Part 1 (45 min.)**

Play media comment.

**Part 2 (22 min.)**

Play media comment.

**Part 3 (56 min.)**

Play media comment.

- Quiz on Collier, *Wars, Guns, and Votes*, Introduction and Part 1.
- Discussion of Collier, *Wars, Guns, and Votes*, Introduction and Part 1.
- Quiz on Collier, *Wars, Guns, and Votes*, Parts 2 & 3.
- Discussion of Collier, *Wars, Guns, and Votes*, Parts 2 & 3.
- Quiz on video presentations.
- Discussion on video presentations.

*If interested in exploring more*:

- **Watch**

  - Video (Links to an external site.) produced by a Russian Duma deputy named Anna Kuvychko in 2017 (Vova is a diminutive for Vladimir, as in Putin). The English translation scrolls across the bottom of the screen.
- Orton, "How Saddam Hussein Gave Us ISIS," *New York Times*, December 23, 2015.
- Fisher, "How the Iranian-Saudi Proxy Struggle Tore Apart the Middle East," *New York Times*, November 19, 2016.
- Kristof, "The Terrorists the Saudis Cultivate in Peaceful Countries," *New York Times*, July 2, 2016.
- Zarif, "Let Us Rid the World of Wahhabism," *New York Times*, Sept. 13, 2016.
- Watch: *Syria's War: A Five Minute History* (Links to an external site.)
- What Everyone wants in Syria in One Slide
- Watch: *The Myth of a Sunni-Shia War* (Links to an external site.)
- A More Complex Map of Sunnis and Shiites

**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:** Quizzes can be made up only within 24 hours, with valid excuse. Make-up exams require medical and funeral documentation.

**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:** Quizzes are curved, only up.

**Method of Grade Reporting**: Webcourses@UCF.

**Campus Resources:** You should be aware that help is available if you are struggling with this course! First see me, your instructor: I want you to understand the material and would be most pleased to help if you are having trouble. Other resources include the Student Academic Resource Center (SARC), for supplemental instruction and academic tutoring, and the University Writing Center.

**Final exam date**: No Final Exam.

****Note: Improper citation indicates plagiarism and can result in a zero grade.** Academic integrity is not just about avoiding plagiarism. It includes too:

1. **Proper attribution** of work at all levels, with particular emphasis on correct citation of summarized literature and quoted material, as well as accurate and professional use of data. For specifics, see the Writing Center's 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 page contains course policies that are standardized across all UCF courses and are supplemental to all UCF course syllabi.

1. **Academic Integrity.** The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action. http://www.academicintegrity.org/icai/assets/FVProject.pdf (Links to an external site.)

**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 Policy.** Outside of the note taking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and note taking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

**Course Accessibility Statement.** The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility 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.

# Course Summary:

**Date**